

The ATHLETIC JOURNAL

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Football a Grand Old Game

John L. Griffith

Basketball of
Nineteen Twenty-eight and Nine

*J. Fred Bohler
Schubert R. Dyche
G. R. Edwards
Howard B. Ortner
G. K. Tebell
R. O. Detrick
Francis A. Schmidt*

A High School Basketball
Offensive System

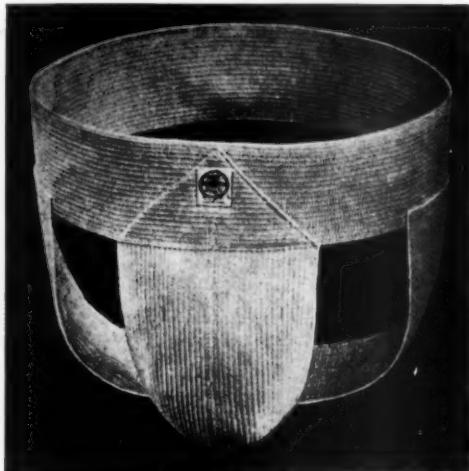
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Fielding H. Yost

FROM coast to coast, wherever the game of football is played, Fielding H. Yost, Athletic Director of the University of Michigan, is known and respected as a man who for more than a quarter of a century has been known and recognized as one of the greatest coaches and characters in the history of the game.

Yost was born at Fairview, West Virginia, April 30, 1871. Although he delighted in vigorous outdoor life, he did not have the athletic advantages enjoyed by the modern youth. Even after his matriculation at Ohio Normal in 1891, Yost's nearest approach to football was a game in which the students, as many as a hundred on a side, engaged in kicking an old association ball over hedges at opposite ends of a large field.

After a year at Ohio Normal, Yost entered business for three years, making enough money to return to college, this time to the University of West Virginia.

It is a peculiar thing that Yost played in the first football game he ever saw. Before going to West Virginia he had never witnessed a game of football. He loved sports and reported for the team. His aggressiveness won a place for him on the first eleven and he played in the first game he had ever seen.

Although inexperienced in gridiron tactics, Yost rapidly mastered the fundamentals and blossomed out as a regular in his first year at school, playing in every game.

After three years at West Virginia, Yost entered Lafayette, playing on the first Lafayette team to beat Pennsylvania.

On the strength of a recommendation from one of his former coaches Yost was appointed head coach of the Ohio Wesleyan team in 1897.

In the brief span of four years Yost turned out championship teams at Ohio Wesleyan, in 1897; at the University of Nebraska, in 1898; at the University of Kansas, in 1899, and at Leland Stanford University, in 1900.

An intercollegiate rule between California and Stanford, providing that only graduate coaches should be hired, prevented the retention of Yost at Stanford. It was this rule which made it possible for Manager Baird to secure the services of Coach Yost for Michigan in 1901.

To know Yost well is to love and admire him, to respect him and to imitate him. His accomplishments at Michigan as Coach and Director mark him as a leading exponent of all that is fine, constructive and progressive in college athletics.

The Yost Field House, the Stadium, the Intramural Sports Building and the entire athletic system at Michigan are the result of his sane, comprehensive program.

To be one of the leading men in a profession for over a quarter of a century is a big job, yet Fielding H. Yost is a much bigger man than he was twenty years ago. He has grown up with the game, and football has benefited thereby. Truly, Michigan and the coaching profession has a right to be proud of one of the greatest characters in the game today.

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The ATHLETIC JOURNAL

Nation-Wide Amateur Athletics

Volume X

CHICAGO, ILLINOIS

No. 4

Devens of Harvard with the ball, warding off the attack of the Wolverines during the first quarter of the Harvard-Michigan game



Football a Grand Old Game

Football is good or bad, depending upon the prejudices of those who evaluate the game

By John L. Griffith

FOOTBALL is a good game and this year it has been better than ever, according to men who enjoy good health, who are fond of vigorous and rough sports, who are not afraid of big things, who believe that school and college athletic administrators are for the most part honest and capable of administering athletics and who believe that we need a certain amount of color and pageantry in our lives today.

There is more bad than good to be found in football, according to the Carnegie Report, and in the minds of many men who are not well, who, growing old, lament that the younger generation does not properly appreciate scholarship and overappreciates football, who are tremendously interested in some one thing and who are jealous because the people manifest more interest in football than they do in other hobbies, interests, or studies.

The football as played this year, according to the coaches who have been consulted, is a good game and should not be materially changed by the rules makers. The fumble rule has resulted in attempts on the part of the defense

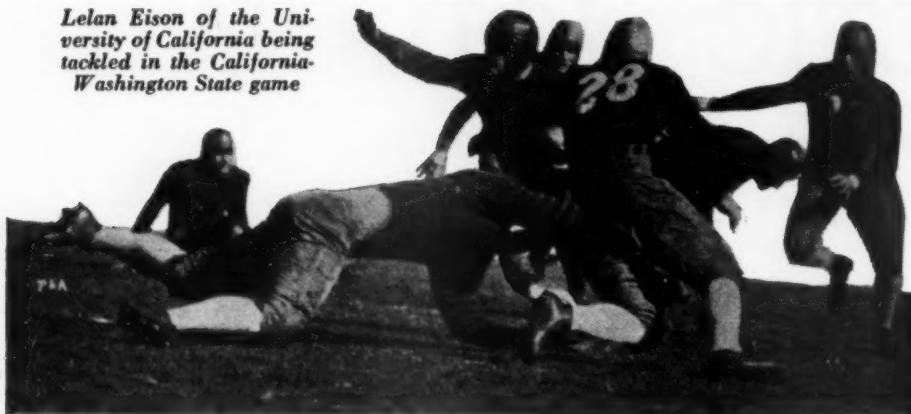
to catch and run back punts, and thus has accomplished one of the purposes of the rule. It is still possible for a team blessed with a line bucker playing behind a good line of forwards to make satisfactory progress through the line. In fact, practically all of the outstanding teams at the end of the season had a good line attack. The running attack which the public enjoyed has been used more than it was for a number of years. Wide, sweeping end runs were out of style in former days. Short slants out of tackle now and then with a cut back were common. The wide end run with a lateral or possible lateral pass has proven one of the features of 1929 football. The wisdom of the rules

makers in inserting the lateral pass has been justified. From a coaching standpoint the lateral pass has not been a tremendously dangerous weapon of attack. However, it is worth retaining. Since the best teams perfect blocking and tackling to such a degree that when two evenly matched teams meet neither can score by running or bucking, the forward pass as a last resort weapon has proven its value. The kicking of 1929 apparently was a little better than last year, and, with the opponents set to catch punts, an effort was evidently made on the part of the coaches to instruct their kickers to punt out of bounds instead of to kick down the middle of the field.

Football this season, according to the officials, was better than ever before, the reasons being that the rules are more clearly stated now than formerly and that the rules committee puts the rules on the market early enough for all to have a chance to study them. Further, the coaches and players appreciate better than they formerly did the fact that someone has to render decisions and that the

HALF a million school and college boys this year are the better for having played this great American game. Through it the schools and colleges have been stimulated rather than hindered in their work of preparing the younger generation.

Lelan Eison of the University of California being tackled in the California-Washington State game



officials for the most part not only attempt to render honest decisions but are as accurate as it is reasonable to expect humans to be.

Present day football is not so hard on the players as was the football of twenty-five years ago, according to the men who are qualified to speak about the kind of football played in the two different periods. These men point out that in an earlier day comparatively few men composed the squads, substitutions were seldom made, equipment was inferior, the men were required to practice sometimes four or five hours a day, and the conveniences of present day travel were then unknown. On the other hand, they call attention to the fact that today the squads are large, that it is customary for a coach to substitute for an injured or tiring player, that every possible attention is given the players by trainers and doctors, and that they have the best equipment that money can buy. They are not permitted as a group to practice more than two hours a day in some of the conferences; they are not driven and harangued as were the players of an earlier day, and they have an opportunity to travel and see things that was denied, for the most part, the fathers of the present generation of athletes. Although there are some who have professed concern because

the college football men are not paid to play, since they furnish entertainment for thousands of spectators and since the game that they play is rough and hard, it is interesting to note that not many of these protests, if



Knudson, Maroon fullback, intercepting a forward pass

any, have come from the men most concerned, namely, the players.

Football is the great American game, say several million fans, the general public that reads the sports pages and listens to the accounts of the games over the radio, and all who rejoice that in a nation such as ours

healthy young Americans still are willing to play a rough game like football for fun and glory rather than for the few dollars that they might hope to earn for their efforts. The American public does not believe that the games with earning power should be curtailed because they have earning power, or that the games which do not have earning power should be stressed for the sole reason that they are unattractive and do not have earning power. The general public does not believe that school and college administrators and coaches are mercenary and are actuated by selfish and sordid motives in carrying on their responsibilities, because they know that very, very few of these men have ever been paid more than a living wage for the service that they have rendered the American youth, the things that they have done to perpetuate American amateur sports.

Football for 1929, with the exception of a few games yet to be played, has come to a close. One-half a million school and college boys who have played the game, with very few exceptions, are better for having played. The schools and colleges have been stimulated rather than hindered in their work of preparing the younger generation for the lives which they are to live in the ensuing forty years. Football was not responsible for the break in the stock market; it cannot be charged that the ills of society have been made worse because the American people have given some attention to the game. Rather, the people as a whole, due to the fact that they have given play to their emotions in terms of football, have witnessed the deeds of valor on the field and have enjoyed the color and pageantry of the spectacles, have gone about their tasks with renewed vigor and enthusiasm, and the nation is stronger, more virile and possessed of more idealism because of American school and college football as exemplified in 1929.

Pope of Purdue running with the ball in the Purdue-Chicago game



Basketball of Nineteen Twenty-eight and Nine

A detailed study of last year's basketball aids in the preparation of basketball for this year.

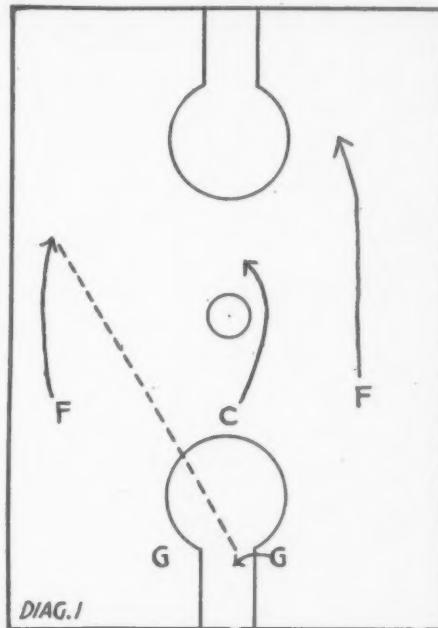
Basketball on the Pacific Coast

By J. Fred Bohler

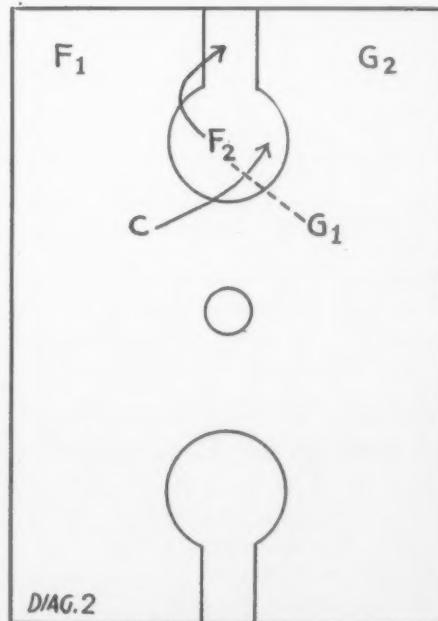
Director of Athletics,
Washington State College

BASKETBALL on the Pacific Coast is what might be called a product of the West, since the coaches of our colleges and universities, not to mention those of our high schools, are, with very few exceptions, men who have received their training in our Western institutions. Then, too, there have been very few intersectional games in this sport to give a basis of comparison, either with reference to styles of play or relative strength of teams. For that reason our types of play may be somewhat peculiar to our section, or, more accurately speaking, peculiar to each the Northern or Southern divisions of this Western section, for the styles of play seem to vary somewhat in each area. This difference may fundamentally be due to the fact that the Pacific Coast Conference teams in California were teams in which large, heavy men, many of whom were football players, predominated. This naturally resulted in a somewhat slower and rougher type of game. This is true, not only of the Coast Conference teams, but to some extent of all the California college teams. In the Northern area, men used on the teams were of the smaller type, fast and aggressive, coaches depending more upon speed and fast team play to win games. It is noticeable, however, that in the play-off between the winners of the two sections, the South conquered the North, indicating their superiority. I am not convinced, however, that that superiority was due so much to the style of offense and defense used as it was to the size and all-round ability of the players. This emphasizes the fact that a coach must adapt his style of play to the material available.

Again, in the South, a goodly number of the teams have been using some type of the zone defense. A number use a straight five-man zone defense: i.e., a form of defense in which each player is responsible for a given section of the floor, the usual formation being three men in the front line with two men in a rear line.



Quick break offensive used by a number of teams. Big dependable guards get the ball off the backboard, pass to the forwards, who have already started down the floor. The forwards may pass to each other, to the center or dribble in

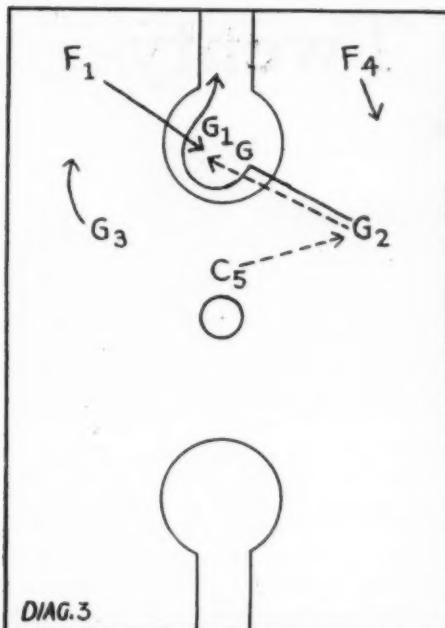


A play used most effectively. The forward at the foul goal line receives the pass from G-1, C cuts in, F-2 feints a pass to him, pivots and dribbles in. F-2 in this particular case happened to be a left-handed player. This may be alternated by F-1 cutting for the basket with F-2 using a hook pass to him

Another method used effectively in this section is one in which the two men in the back line assume the zone defense, while those in the front line cover their men in a man-to-man shifting type of defense. This style keeps the two big guards in the rear line where they can do their most effective work. Still another method in vogue is one in which a five-man mass defense is formed. The first two men through the first line are covered by the guards in the second line; the third man coming through is covered by the man nearest whom he passes in going through.

The type of defense most commonly used by the teams in the Northern area, but which also meets with some favor in the South, is the straight five-man, mass man-for-man defense. In this case, the men are definitely assigned to their opponents beforehand. The assignments are made with the idea of placing men where they will be most effective. The strictly zone type of defense popular in the South has been gradually discarded by the coaches of the Northwest, with possibly one exception.

There is not so much difference in the offensive style of play in teams of the Northern and Southern sections as in the defensive. There are very few teams that use definitely set plays. Practically all use a quick breaking offense. Perhaps the most effective one was that used by our championship team. This team, using the zone defense, had its two forwards break down the sides of the floor the moment their opponents took a shot at the basket. They depended on their guards getting possession of the ball off the backboard and immediately making a long pass to these forwards rushing down the floor. The forwards invariably beat their opposing guards to the basket. The center hesitated only until assured his teammate had possession of the ball and then trailed the forwards down the floor to be in position to receive a pass from the forwards. This style of offense is only possible where the guards are tall and dependable. One of the Northern teams used this form of offense slightly modified. Instead of using a long pass, the guards, upon getting possession of the ball, drib-



A type of set play used. C-5 passes to G-2, who passes to F-1, who has started toward G-2; F-1 stops, pivots and blocks out his guard; G-2 follows his pass, circles around No. 1 from whom he receives a short pass and cuts for the basket. The result is that both guards are apt to be blocked out by F-1

bled down and then passed to the forwards breaking in, or to the center, who in turn passed to the forwards.

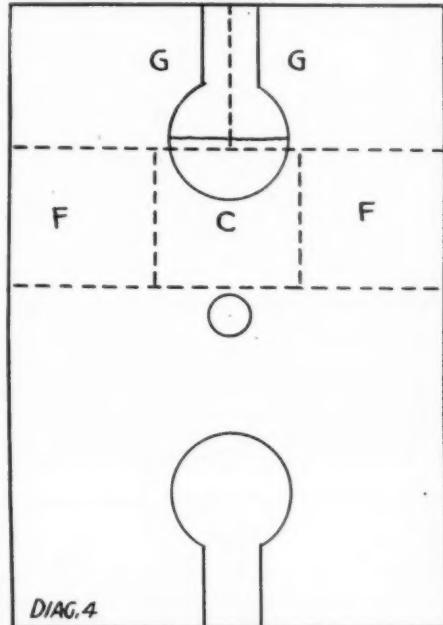
Some teams used a slow offense with an attempt to execute specific set plays. One method was to send the forwards to the corners, another man playing near the middle and back, and the other two near the side lines. The center man usually directed the play, passing to the men as they cut in from the sides, or to the forwards in the corners. Attempts were made at so-called "legal" blocks in order to get a man clear for a shot. The man with the ball gave the signal for certain set plays by the way he maneuvered with the ball.

Another system, somewhat similar, used by several teams, called for three men inside the opponent's defensive area; the forwards in the corners and the center directly in front of the basket near the foul goal line, the guards manipulating the ball in front of them. From these positions, quick thrusts were made at the basket with the plays focusing around the center.

Both the long and short passing game is used, although the most popular style is a combination of the two. On the Coast, the teams are favoring the push arch or chest shot, while the one hand push shot is commonly used for close-in shots at the basket. Whether teams used long shots depended upon the ability of the players involved. Some teams worked the ball around and in, never trying for the basket unless they had a reasonable chance to convert, thereby eliminating long shooting almost entirely.

As far as the prospects for this year are concerned, we have no reason to believe that there will be any decided change. The staffs, as far as the Coast Conference teams are concerned, will be the same as last season, except that Sam Barry, formerly of the University of Iowa, will have charge of the team at the University of Southern California at Los Angeles. Whether or not Mr. Barry will introduce any new styles of play remains to be seen. This is the first time in years that a basketball man from the East or Middle West has been called to a basketball coaching job in any of the Pacific Coast Conference universities or colleges.

The writer believes that, in the main, there is not a great deal of difference in the styles of offense and defense used by teams in the different sections of the country, since he had



Divisions of the floor in zone defense

the opportunity to see several of these teams from the Middle West and East in action last winter. One difference, however, was very marked. That was that the Eastern men, as a whole, seemed to be more dependable shots than those of the Far West.

Rocky Mountain Inter-collegiate Basketball

By Schubert R. Dyche
Director of Athletics,
Montana State College

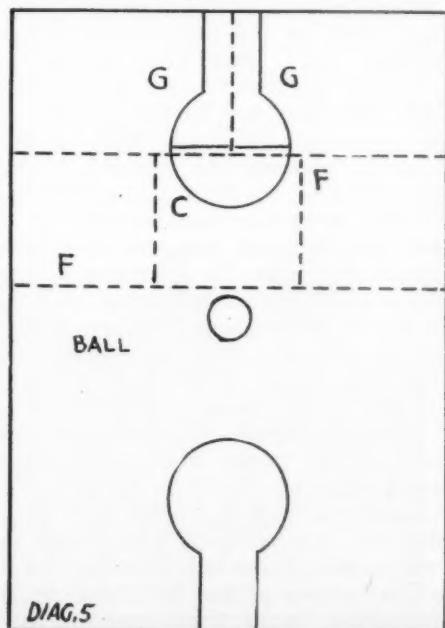
THE basketball championship of the Rocky Mountain Conference is determined in a very satisfactory manner by a final series of games between the respective leaders of a Western and an Eastern division. Divisional standing is determined on a percentage basis.

The Western Division includes the

University of Utah, Utah State College, Brigham Young University, and Montana State College. The University of Wyoming, Colorado University, Colorado Teachers College, Colorado College, Colorado Agricultural College, Western State College, and Colorado School of Mines make up the Eastern Division of this group.

Last season the University of Utah presented a compact five-man zone defense, three men front and two rear, which shifted easily and cleverly in front of plays designed to work the ball in for close shots. Utah's four-man offense was based on a quick break from recoveries off the back board.

Three remaining teams in this division used a man-to-man defense. Brigham Young University and Montana State directed this by using individual assignments over the entire floor. Utah State combined individual assignments with a mid-floor pick-up, fighting back into defensive territory. These three teams employed a five-man, quick breaking, short passing and versatile offensive, running up tremendous scores against strong opponents. Montana State and Brigham Young played a crucial game in which the score was 65 to 57, where practically every shot was taken under close guarding. Both teams worked on the principle of getting a maximum number of close-up tries, as careful observation and long experience had shown that nearly as great a percentage of goals are scored from apparently unfavorable positions as are scored following attempts from supposedly favorable positions. Montana State, Brigham Young, and Utah State also employed a delayed or back court offensive when conditions put the burden of proof on the defensive



Moves with the ball in front of defense

team. The dribble was practically eliminated as a method of advancing the ball in the Western Division.

A more orthodox type of basketball was played in the Eastern Division, whose Colorado University leaders were defeated in a play-off series by Montana State, leaders of the Western Division.

A retreated five-man defense, either zone or man-to-man was the prevailing style in the Eastern Division, with occasional efforts at so-called "stalling" in an attempt to draw these defenses out of position or to conserve a lead. Offenses were based primarily on plays to work the ball through set defenses.

The Colorado College offense was based upon a fast dribble for the basket, with resultant shot or fake shot and pass to trailer. Colorado Teachers and Wyoming used a well worked out plan of set plays when conditions were favorable. Western State and Colorado Agricultural College based their offensive upon fast work by a running guard dribbling the ball into offensive position. Colorado University used a four-man offense with legal blocking and much back passing, until a favorable cut for the basket presented itself.

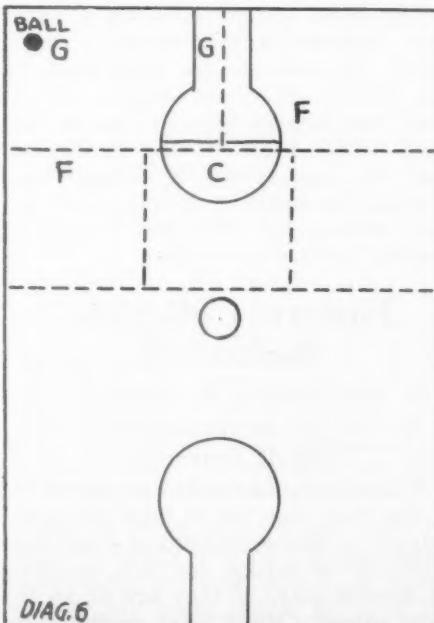
It is expected that the general types of play will remain in vogue in this section as outlined above, as no extensive changes in coaching staffs are contemplated.

Basketball in the Missouri Valley

By G. R. Edwards

University of Missouri

PROBABLY the most distinctive characteristic of basketball in the Missouri Valley region has been the

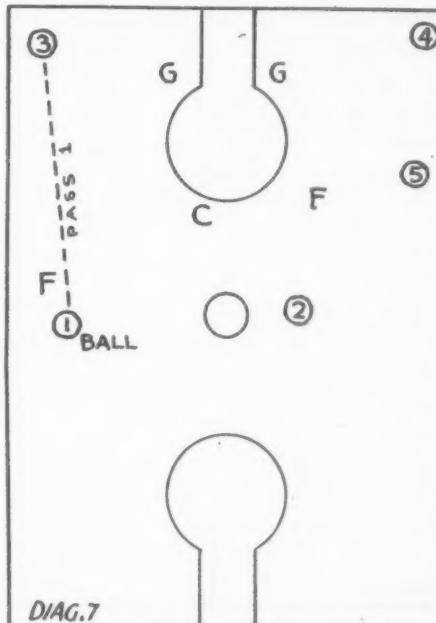


With ball through the defense

widespread use of the zone defense. Consequently, any discussion of the game as played in this territory must contain a description of this defense and the plays used for penetrating it.

The popularity of the zone defense in this area undoubtedly has been due to the success of the teams of the universities of Kansas and Oklahoma. These two teams employ a zone defense and have won championships in their conferences for the last eight seasons. Last year five of the teams in the "Big Six" and four of the five in the Missouri Valley Conference, as well as most of the college teams in the various state conferences, used a zone defense. Washington University of St. Louis, winner of first place in the Missouri Valley Conference, and the University of Missouri, runner-up in the Big Six, were the only major teams which employed a man-to-man style.

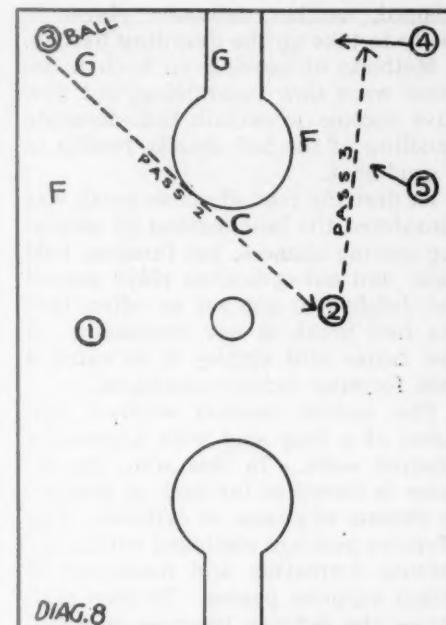
Briefly, the zone defense consists of dividing the possible scoring positions



First pass in a timed offense. (Side in possession of the ball is represented by numbered circles)

among the five defensive players so that any opponent will be faced by a guard when he tries for a goal. The defensive men await the play from their assigned positions and are responsible for each shot from their area regardless of which opponent makes the attempt.

A successful zone defense calls for a fast defensive break, since if opponents get within scoring range before the defense is set good shots usually are obtained. The set formation finds a three-two arrangement as shown in Diagram 4. The dotted lines represent roughly the areas for which each player is responsible. The front line forms close to the center circle when opponents are considered dangerous



Other passes in a timed offense

on long shots, and retreats toward the free throw circle as shorter shots are attempted.

Diagram 5 shows the defensive moves made when a player with the ball approaches one of the front line areas. The man stationed in the defensive zone advances to the forward part of his territory to hinder a long shot or pass. The two other front line men drop back to the rear of their zones to protect in case the offensive man tries to drive past. As long as the ball remains in front of the defense, the two guards retain their positions about ten feet from the basket and about twelve feet apart regardless of the location or number of opponents in their territory, except that any offensive player stationed under the basket is kept covered by one guard.

Diagram 6 shows defensive moves if the ball is passed to a corner or deep side line position. The guard nearest the ball rushes to cover the opponent. His team mate guard is drawn under the basket. The weak side forward drops back to the rear line of defense to fill the territory left vacant by the guard, and the other front line men retreat to the rear of their zones.

In general each defensive man is restricted to his own territory. Still, he is required to go from one to three strides into the neighboring zones when emergencies exist there. Each defensive man is allotted a space not exceeding twenty-five feet in diameter and usually is able to shift across this space fast enough to meet new scoring threats. The man with the ball always finds two defensive men between him and the goal. This permits the nearest defensive player to rush the ball holder, since if he is side

stepped, another defensive player is ready to take up the guarding burden.

Methods of scoring on such a defense were slow in evolving, but now have become so certain that accurate handling of the ball usually results in a good shot.

At first the fast offensive break was considered the best method of obtaining scoring chances, but fumbles, held balls, and out-of-bounds plays permit the defense to get set so often that the fast break is not consistent. A few teams still employ it to catch a slow forming defense unawares.

The second method evolved consisted of a long shot with aggressive rebound work. In this style the defense is forced as far back as possible by threats of passes or dribbles. Two offensive men are stationed within the defense formation and maneuver to obtain surprise passes. To stop such passes the defense becomes bunched. As soon as this happens the most accurate long shooter cuts loose with an attempt. With every long shot one or two offensive men charge under the basket and either try to score on the rebound or pass the ball back out of the defensive area. A team possessing one long shot man and a good rebound player has always been able to score many points on a zone defense.

In addition to the fast break and long shot offense most teams have developed either a series of timed plays or are using delayed and stalling tactics.

The timed plays usually send three men through the defense. These three have prescribed paths or positions which are designed to confuse

the defense or to draw various defensive men out of position. Diagrams 7 and 8 illustrate a timed offensive play. The side in possession of the ball is represented by numbered circles.

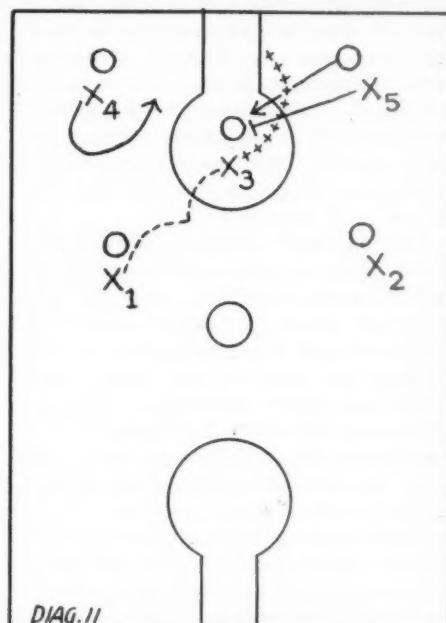
With the ball in the hands of guard (1) the defense takes the position shown. A pass to forward (3) is seldom hindered by the defense, but the forward usually is covered too quickly for a good shot to be taken. With the ball in the corner, the defensive men shift to the positions shown, and while they are moving the passes shown in Diagram 8 are made.

Forward (3) hook passes to guard (2) who snaps the ball to forward (5) or to center (4). If the passes are handled quickly and accurately one of the latter two will have a short shot before the defense can shift to stop it.

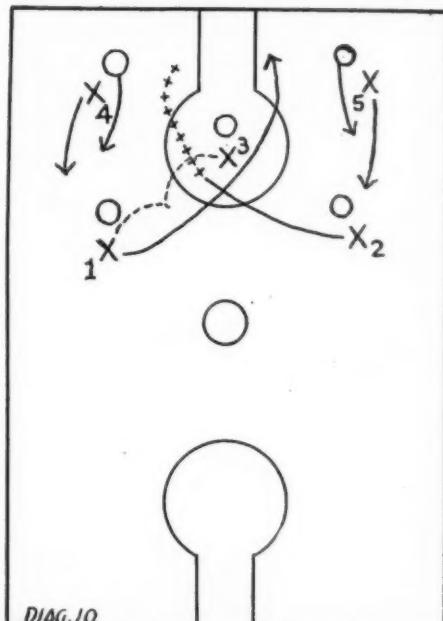
Delayed and stalling offenses have been so disconcerting to the zone sys-

such a stall. It has no value in obtaining possession of the ball when opponents refuse to attempt scoring. In order to force the play the men must resort to a man-to-man defense or suffer a certain one point defeat.

Such a shift of defensive types usually results in disaster. In the zone system the player nearest the



Number 1 bounce passes to No. 3, No. 5 blocks for No. 3, No. 3 pivots, and dribbles in and shoots. (No. 5 must take his blocking position behind No. 3's opponent before the ball is passed)

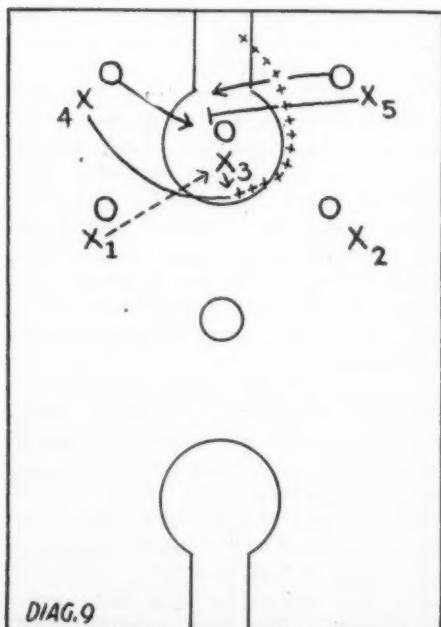


Number 1 bounce passes to No. 3 and goes into the basket; No. 3 fakes the ball to No. 1 and gives it to No. 2, who dribbles in and shoots

tem that they have grown rapidly in popularity, and 1930 probably will witness a further spread. Possession of the ball is the essential feature in these slower offenses.

Teams using a delayed offense bring the ball to the first line of defense and pass back and forth until a certain opening occurs. No chances are taken on losing the ball, and shots are not tried unless the man is set and unhindered in his attempt.

Teams with smart passers and one or two good dribblers go a step further in slowing up their offense. They work hard for a one point lead and then take the ball to the opposite end of the court. The zone defense being passive in character cannot cope with



Number 1 passes to No. 3, No. 5 blocks for No. 4, No. 4 comes in front of No. 3, takes the ball from No. 3 and dribbles in for a shot

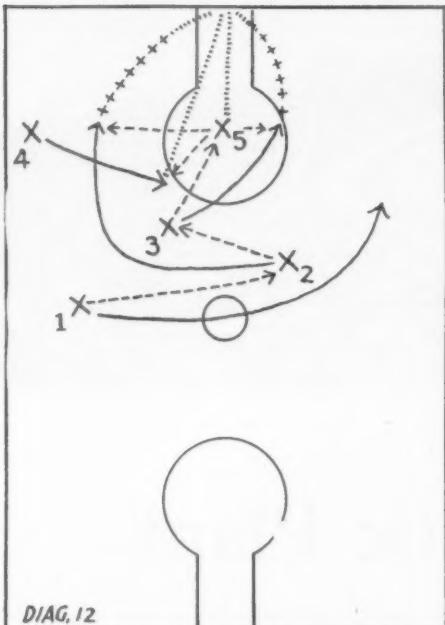
ball is taught, or soon develops, the habit of rushing the holder, since he has a team mate to stop any side step or dribble. Such a habit is suicidal in a man-to-man defense and results in many short uncovered shots. Consequently, zone defensive teams have an extremely difficult time in changing to another type.

The most ardent advocate of the zone defense in this territory published the opinion last year that in the future all teams should add a good man-to-man type to combat the stall. This leads to the prediction that the zone system of defense has reached the zenith of its popularity in this section, and 1930 will witness a gradual decline in its use.

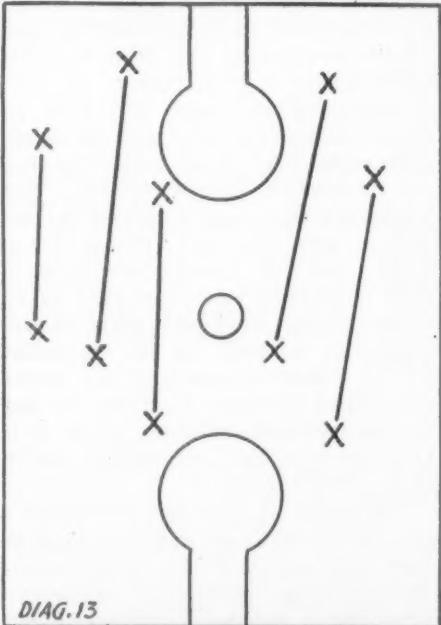
Eastern Collegiate Basketball

*By Howard B. Ortner
Coach of Basketball
Cornell University*

IN discussing basketball as played in the East, one has to take into consideration interpretations of rules and styles of officiating, for it is suicidal to develop plays if they are of an illegal nature. Many plays, such as the take out, legal block plays, and other



Pivot or four line play. Three men bring the ball down the court with No. 5, usually the center or another tall man, at the foul line and No. 4, a good shot, at the side toward the corner. Pass is made to No. 5 and from there several plays may evolve. No. 5 may turn and shoot or dribble and shoot. No. 5 may repass to No. 3, who gave him the pass. No. 5 may fake pass to No. 3 and give the pass either to No. 2, cutting, or No. 4, who has come out from the side. This play may be started over by sending the ball back to the rear guard No. 1, who may also resort to a long set shot if necessary



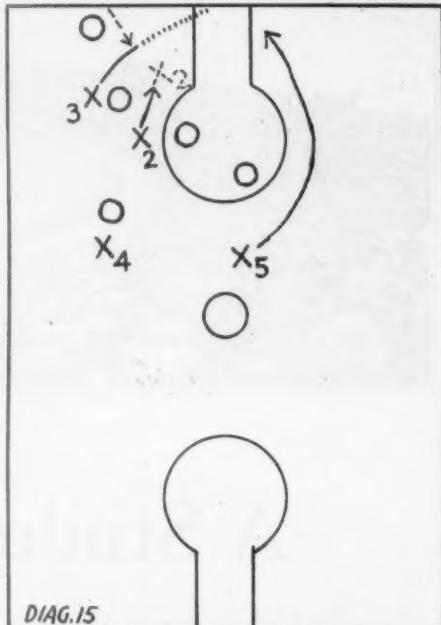
Retiring Man-for-Man Defense. In this defense all five men retire, as soon as ball is lost, beyond the center of the court. This varies with the teams and also with size of court. This gives it the semblance of the five-man defense, but since each man picks up his own man it is a man-for-man defense

forms of block plays which may be used in some sections successfully, particularly in the Middle West where officials are more liberal in their interpretations and allow both the offense and the defense more liberal

use of their bodies, cannot be used successfully in the East. This variety of interpretation is unfortunate and the writer hopes that the time will come soon when basketball rules which are alike will be interpreted alike all over the country.

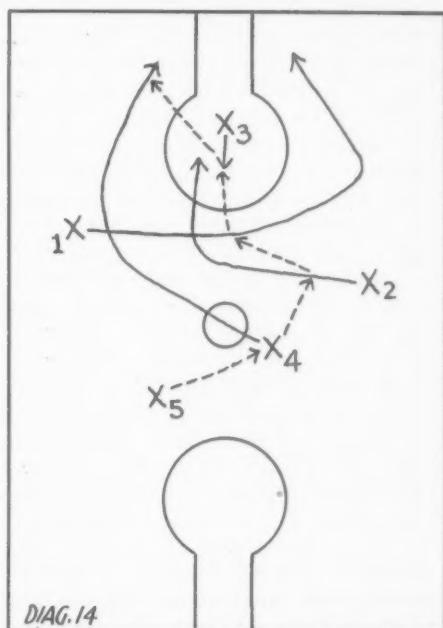
Despite this less liberal game, offensive basketball in the East has improved very noticeably in the last ten years. It was not very long ago that Cornell and Pennsylvania played a 10 to 9 game and Dartmouth and Cornell battled to an 11 to 10 score. Now it is an unusual game where less than fifteen baskets are made from the field.

More teams each year are systematizing their play with definite objectives and specialized players functioning for their part in the play. The offensive systems are receiving more attention, for, while the defense still has an edge over the offense, the latter through various stages of three, four, and five man offensive systems has now reached the stage where many teams are using their offense as their best defense; that is, they



Kentucky Block Play

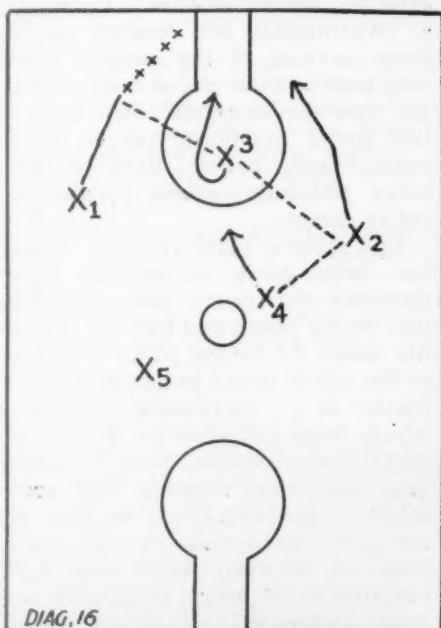
or loss of the ball. A few teams are using specialized dribblers to get the ball down the court as fast as they can, and, if stopped, to work the ball around with considerable back passing till a man is free on a cut or a feint, dribble and shot. Some teams with bigger men who are good on rebounds are using the long shot attack with three men driving in hard for rebounds. Five-man offensive attacks



Scoring play of North Carolina State College

are emphasizing possession of the ball as the best defense and they are not throwing the ball away on foolish shots, nor dangerous passes. The long passing game is used by very few teams as a sole means of getting the ball down the floor except on occasion to get it out of the enemy's territory. The short criss-cross passing is being used by most teams with objective plays and their alternatives in case the first does not work.

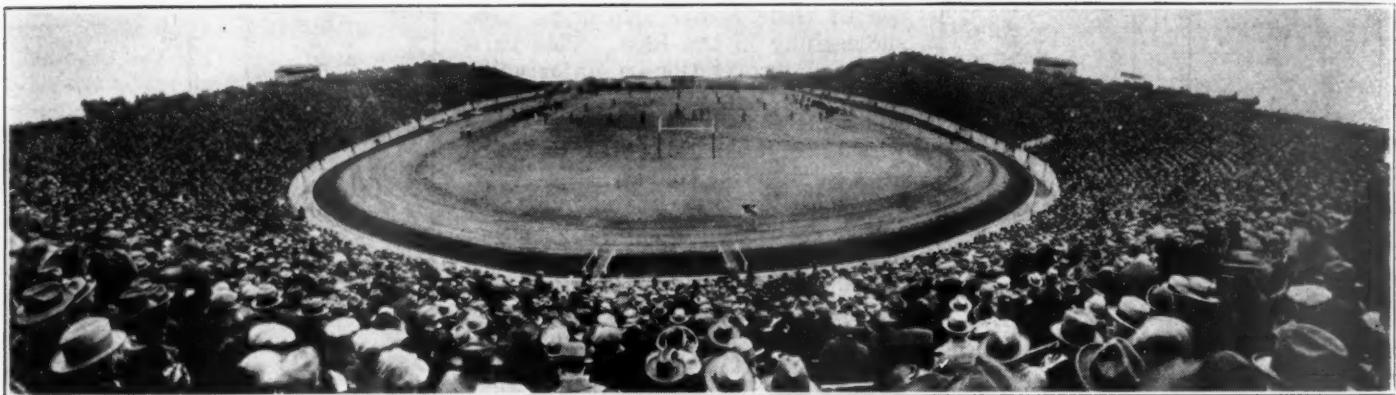
Fast breaking offensive drives are used by some teams, generally having four men in the drive with a back guard or safety man in case of fumble



Free Throw-line Play of Georgia

are being used by many teams, and their scores are generally much higher, for they work on the theory that while their opponents may secure some baskets by interceptions and fumbles, they in turn will get more baskets by having the entire team in the offensive drive.

Probably because of this stricter of
(Continued on page 36)



Washington University Stadium

A Student Built Athletic Plant

By Dook Stanley

ON the chosen portions of a 580-acre lake-bordered campus, the Associated Students of the University of Washington have built an athletic plant that has few equals in these United States for farsighted planning and for continuous adaptability to the needs of an ever growing student body.

And likewise it probably has few equals for majesty of scenic setting, for the major portion of the athletic fields at the University of Washington are located on the lower portion of the campus where they have as their major asset a splendid view across crystal clear lakes of two great mountain ranges whose snow-capped peaks, flanking each other 150 miles apart, parallel the entire campus.

The athletic plant in their shadow has been built to provide sport facilities for every man, whatever may be his intent and however limited his means for taking part. The basis of the entire sports program at Washington is an intramural system in which from forty-five to fifty of the men's organizations on the campus take part, thus drawing into active athletic participation during the course of an average school year a total of between 4,500 and 5,500 students from every branch of academic endeavor.

On this large substratum of athletic participation the varsity or inter-collegiate competitive teams of the University are built up. While the great intramural masses make generous use of every facility, it is the varsity which in the main draws attention to the outstanding units of the Washington athletic plant.

One of the earliest essentials that appeared in the Washington athletic

system was the crew house. This large structure, facing on a portion of the government canal connecting Lakes Washington and Union, was built in 1917 and first used as an airplane hangar for the Naval Air Unit stationed at the University during the World War. Remodelled inside following the war, the crew house now has facilities to accommodate the 150 or 200 men who turn out for the aquatic sport at the beginning of each school year, as well as for housing the flotilla of fourteen racing and training shells that make up the Washington navy.

Because of its natural location, the University affords exceptional facilities for the water sport. Bordering as it does on two large, landlocked fresh water lakes, rowing is possible in one section or another every day in the year. Windy days always find some lee shore providing adequate shelter for at least a two or three mile row, while, if the very unusual is taking place and a gale of the first magnitude is blowing, there is always the government canal connecting the lakes to Puget Sound to provide a sheltered course. The course for the biennial California-Washington regatta has in previous years been along the east shore of the south end of the largest lake, Lake Washington, but for the regatta next year will be moved to the north end of the lake where a straightaway three mile course, visible from the shore from end to end and capable of being followed from start to finish by an observation train, has been provided.

Until last year, the quarters for the Varsity Boat Club, an integral portion of the rowing life at Washington, were within a short distance of the crew house. Owing to the general University expansion program, how-

ever, these quarters had to be moved, and plans are now under way for erection in the immediate future of a new and more commodious structure to house the rowing club. It has been an established policy at Washington to have virtually every member of the varsity squad live with his fellows at the club during the entire season. This policy was instituted by the late Hiram Conibear, father of rowing at Washington, who first pointed out the psychologically beneficial aspects such association has on the crew men during the long rowing season.

Bordering the canal on which the crews train is the nine hole University golf course open to students at a small fee throughout the entire year. Also bordering the canal, lake and the university property, but further to the north, are the twenty-two acres of land purchased two years ago by the student body for a new eighteen hole course to be built in the immediate future. Both courses will join around the end of the huge Stadium, the first of the two outstandingly large units that the Associated Students built for their athletic plant.

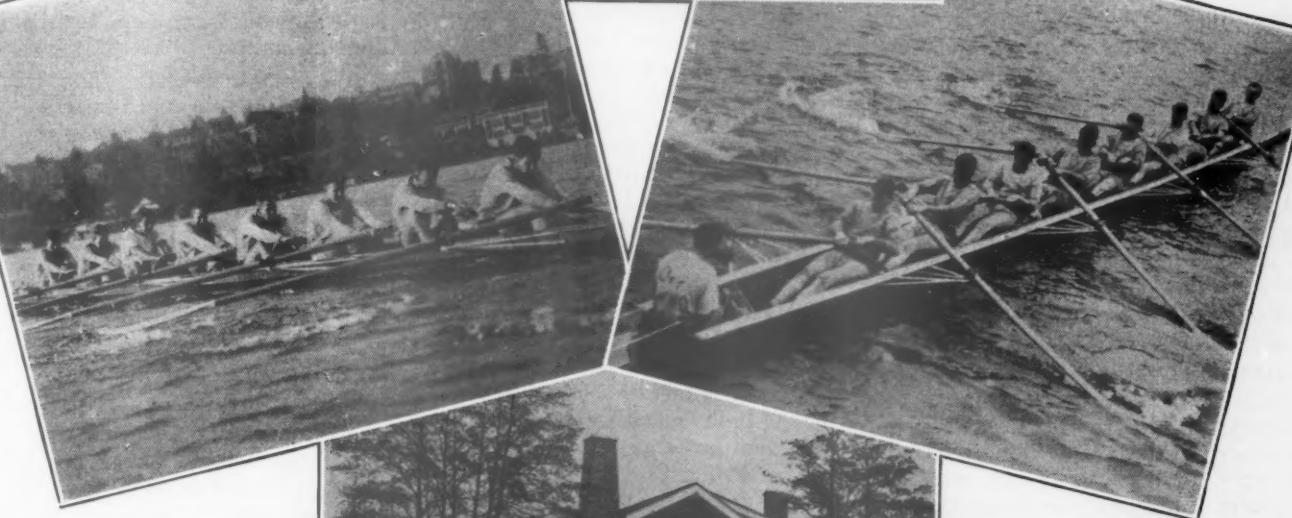
The Stadium was first conceived in the fall of 1919; ground for the structure was broken in May, 1920, and on the following November 27 the dedicatory game between Dartmouth and Washington was played. Seating 35,000 people, this first unit of what eventually will be a football amphitheatre seating 70,000 people was built at a cost of \$565,034. The huge sum necessary for financing the building was raised through bonds issued against the credit of the Associated Students. Financed entirely on student body credit in this manner, the Stadium has been used for gigantic summer attractions of a civic nature,

(Right) The University of Washington shell house with the launch house adjoining for housing the two coaching launches, faces on a portion of the government canal that connects Lakes Washington and Union. From the shell house crews may leave to row on either lake or in the canal, depending upon weather conditions



Below. Close-up of one of the University of Washington crews in an early season workout. Ellis McDonald, captain of the varsity of 1928, can be seen rowing number four in this shell

Another close-up of a University of Washington crew in action, this time in Union Bay, part of one of the two lakes that border the university campus



(Right) Club house overlooking the golf course at the University of Washington. The club has a standing membership of 250, whose needs are accommodated at this house. In addition the structure serves the needs of the student body, who use the course the year around on payment of a small fee



(Below, left) A view of the center four holes on the University of Washington golf course. The view was taken several years ago, before extensive improvements and remodelling were made on the course

(Below, right) Another view of the University of Washington golf course, taken in mid-winter showing a small snow-bank in the right center, an unusual occurrence for this section



such as the Wayfarer, year after year, as well as for the football games in season. From rentals obtained from these productions, as well as from football returns, the student body was able to retire the entire bonded indebtedness of the Stadium in October, 1926, eight years ahead of schedule. Today the huge structure stands entirely free of debt, the property of the University.

A quarter mile cinder track with a 220 yard straightaway within the bowl of the Stadium provides the setting for the intercollege track meets held at the University every spring, as well as for the high school relay meets when the track stars from all the high schools in Seattle gather to settle the all-city championship.

Both for beauty of view and for player and spectator comfort, the Stadium is admirably located. It was constructed on an axis in such a way that no sun shines into the players' faces during the conference games, and at the same time so faces that the huge gathering of fans have (out of the open end of the amphitheatre) a beautiful view of the lake and mountains, including majestic Mount Rainier, 14,000 feet high.

Immediately adjoining the Stadium is the real gem of the University of Washington athletic plant. This is the huge Athletic Pavilion, another structure built entirely on student body credit and paid for from student body funds.

The Pavilion has been declared by experts to be the greatest as well as one of the most unique structures of its kind in the United States. Facilities for virtually any kind of event imaginable comprise the equipment included within its walls. It has been used not only for athletic contests, but

for automobile shows, operas and pageants, and is equipped to handle the largest convention needs.

The mammoth field house, constructed in the Tudor Gothic style of architecture, cost more than \$700,000. It is 385 feet long and 240 feet wide, and covers approximately two acres. It includes on its main floor a regulation size football field, on which the varsity teams practice during inclement weather, an eighth of a mile running track, an intramural gym containing two basketball floors in addition to the special floor set up in the center of the Pavilion for conference games, eighteen handball courts, and offices of the University physical education directors, athletic coaches and managers. Besides the two large separate locker rooms for the Washington varsity and visiting varsity teams, there is one large locker room with facilities for handling 2,000 students taking part in physical education or in intramural athletics. Provisions have also been made for construction in the near future of a 75 by 150 foot swimming tank adjoining the building.

The Pavilion has a seating capacity of 11,000 for basketball games and 14,000 for convention purposes. The Associated Students have installed a \$10,000 loud speaking system to be used when large audiences are assembled. During the daytime no artificial illumination is required, as the interior is plentifully lighted by a skylight containing 22,500 square feet of glass, equal to 44 per cent of the field area, 66 feet below. At night this vast hall is lighted by seventy-two 500 watt nitrogen lamps.

The Pavilion was constructed so that it would not only serve numerous purposes, but also that it would be

possible to change it from one event to another with the greatest ease and speed. Seventeen and one-half hours are all that are required to remove the setting and exhibits of an automobile show and set up the basketball floor and bleachers in readiness for a conference game.

Located next to the Stadium it is served by the same transportation facilities, and events which have been advertised for the latter have been shifted to the field house at the last moment in cases of inclement weather.

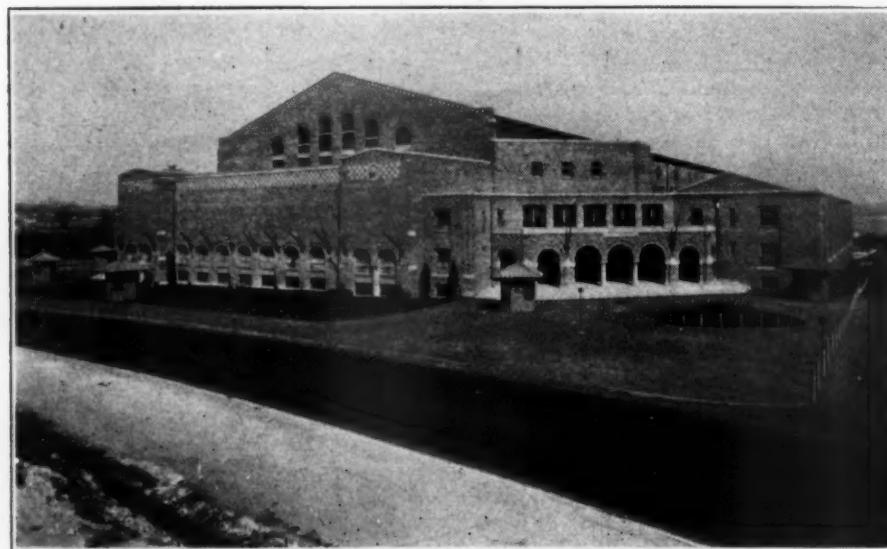
The large concourses and corridors required in the building by fire ordinances for handling of large crowds are used when there are no crowds as handball courts, boxing, wrestling and fencing areas.

Two months earlier than was possible before its construction, track teams are practicing inside the building, and last year an indoor inter-collegiate meet was staged in the building. Because of these added facilities Coach "Hec" Edmundson, head of Washington's track protégés, has been able to get a start equal to that of his southern competitors, and produce track stars worthy of his outstanding ability as a coach.

In the area immediately adjoining the Stadium and Pavilion will be centered the remainder of the developments planned on the University athletic program. The new eighteen hole golf course mentioned above is in the immediate neighborhood, while surrounding the building are the tennis courts, baseball fields and practice football fields already in use. There are fifteen men's tennis courts in use adjoining the Pavilion, two baseball fields and three practice football fields, besides the regular football field used by the freshman squad.

Women's athletics at the University of Washington enjoy a plant built at state expense, and nearly as commodious as the large structure devoted to the men. The new women's gym, built at a cost of \$300,000, was opened in the fall of 1928. Besides a large main gymnasium it includes several small basketball courts, a special room for dancing instruction and a large swimming pool. Adjoining the building are ten tennis courts reserved for women's use alone, and a large field on which the co-ed teams have their outdoor sports.

Carefully planned at the beginning of the University, the athletic facilities have been designed to meet the needs of a rapidly growing student body, with the ideal in view of providing a sport of one kind or another for every man enrolled in the school.



South View of the University of Washington Athletic Pavilion

December, 1929

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JOHN L. GRIFFITH, Editor

Intersectional Relationships

THE following editorial appeared in the Grand Rapids, Michigan, Herald under date line of November 9th:

"Harvard, the oldest university in the United States, breaks a precedent of long standing today. Rev. John Harvard in 1638 bequeathed half his estate to a university about to be established by the general court of Massachusetts, 291 years ago. Massachusetts was then a colony. Not until 137 years later was rebellion against a British king to be revealed at Lexington and Concord. Ever since the game came to this country, Harvard teams have been playing football. But never has a football eleven representing the oldest university in this country journeyed into the middlewest until today. It was a part of the tradition of Harvard that its teams should not travel far from home. Yale, Princeton, Dartmouth were its rivals. * * * The school which bears the name of old John Harvard has in the past pitted its players against Michigan elevens four times, but always Michigan has been required to travel east to Cambridge for the games; Harvard wouldn't come west. Not that Harvard was afraid of Indians or cowboys; it just didn't propose to travel west, and that was all there was to it. Today that tradition goes by the board and there is more than sporting significance involved. It indicates a broadening of interest. The barriers of sectionalism have been broken. Princeton plays Chicago, Notre Dame meets Carnegie Tech, Ohio State takes on the University of Pittsburgh, California, or Stanford, journeys east, and Pennsylvania goes to the far West. The Michigan-Harvard home-and-home agreement is typical of the change. This country is getting smaller. "East is East and West is West" is, so far as the United States is concerned, less the fact than it was even so short a time as 10 years ago. Today's game is not intersectional; east and middlewest have merged into one section, just as, likewise, the west soon will be absorbed."

College athletics are undoubtedly responsible fully as much as, if not more than, any other agency in bringing about friendly relations among the people who live in different sections of the country. The

men who are coaching and directing athletics in one section as well as the athletes profit from the contacts which football makes possible. In this connection the editor cannot refrain from quoting herewith from a letter written by Mr. William Bingham, Director of Intercollegiate Athletics at Harvard University, following the Harvard-Michigan game.

Mr. Bingham writes, "Please let me thank you for the splendid officials which you appointed on Saturday. I had the pleasure of meeting them all before the game and also of talking with them between the halves. Again they confirmed my judgment that they go about their work knowing what they are doing. I was particularly impressed that they did not feel that the people had paid admission to watch them work, and any of the boys who seemed to have anything to say they listened to with patience and not with the officiousness which too often characterizes some of these tense games. As in all games, Saturday's game was no exception with regard to close decisions, but none of our boys returned with the feeling that we had other than a square deal."

Those who know Bill Bingham and know the kind of a man he is might well have expected him to write just that kind of a letter.

The Pedagogy of Coaching

PROFESSOR H. W. DAVIS, head of the English Department of Kansas State Agricultural College, has been quoted recently as having made the following interesting observation regarding the pedagogy of coaching. He says:

"If I were the president of a college, one of the first things I should do would be to invite the faculty out to football practice three times a week during the season.

"I have a notion that the best teaching in America is done on football practice fields. For thoroughness, effectiveness in results, and concentration in the pursuit of objectives the training given on the gridiron surpasses that of any classroom in which I have ever been incarcerated.

"One does not have to stand on the sidelines very many minutes to discover that football requires an immense amount of conditioning, that it is crammed full of technique, and that it is as complicated as bridge design. Yet every man on the squad swings into the setting-up exercises and the jogs around the field without a single grumble, gladly spends a whole afternoon practicing blocking, and feels a noticeable disgust with himself if he cuts in a yard too soon on play number 63."

A coach who remains long in the business is a good instructor. If he were not he would soon be crowded out of the profession. Doubtless many of the coaches, whether they have ever studied books on pedagogy or not, have mastered certain fundamentals of the technique of teaching. While not all of the credit can be given them for the fact that their students are tremendously interested in learning their football lessons, yet, without doubt, some of the finest teaching in the educational institutions of this country is being done on the athletic fields.

Merry Christmas

THE Editor and the staff of the Athletic Journal unite in expressing the hope that a Merry Christmas will be the lot of you and yours, and that the New Year will be indeed a happy one so far as you are concerned.

The Holidays mean a great deal to the coach who has passed through a strenuous football season. They mean a great deal to those who constitute the athletic life of the nation. Football is a strenuous game; it demands that coaches and players give the best that is in them. Those who have not learned to "put out" the best that is in them have not gotten full value from the game. Those who have done their best, whether they won or lost, will enjoy the Holiday respite. Theirs is the satisfaction of knowing that they did their best. Better than this can no man do. No matter what others may say or think, a man has to live with himself. Each knows full well the mistakes that were made. He knows also whether the mistakes were unavoidable. The Holiday season presents the opportunity for each of us to take stock of ourselves for the purpose of determining wherein we have failed, and having ascertained our weaknesses, to strengthen our determination and harden our wills to do better from now on.

THE athletic coaches in the schools and colleges in a remarkable manner exemplify such virtues as self-control, tolerance, love of fair play and charity for the opponents. Others may lose their heads and run amuck. The coach must keep his feet on the ground; he must remember that if he loses control of himself and gives vent to his emotions he may expect the players likewise to lose their heads. A great many people have opportunities to do big things in a magnificent way. Not many of those, however, who have these opportunities possess sufficient courage, will-power and intelligence to enable them to measure up to their responsibilities. Only a few of those who have had the opportunity to do fine things and who have arisen to the occasion have thereafter been able to so conduct themselves as to merit the respect, love and admiration of their fellows. The athletic coach is fortunate in that he has each year many opportunities of showing how a man should act in trying situations. The great majority of the men who are coaching school and college athletics meet the test admirably. Their influence in their local communities is for the best.

We who publish and edit this magazine have enjoyed our contact with you, even though that contact has been more impersonal than we wish it were. Your problems are our problems; your battles are ours as well; we believe in you and the things that you are doing and we sincerely wish for you a Merry Christmas and a Happy New Year.

A High School Basketball Offensive System

By Dr. H. C. Carlson

University of Pittsburgh

THERE is no system that can succeed without a mastery of fundamentals. In basketball, the practice of any system is the practice of fundamentals. Any method employed to make this practice a pleasure is conducive to best results. A thing we like to do can be done better than a thing we do not like to do. The fundamentals may be arranged in outline, so that their practice will simulate their use in the system of play.

In mapping out the plans for the season, the system of play should be broken up into its integral parts. This outline will give daily practice of the fundamentals. The system, in toto, is then practiced, and the same work is practiced at least twice under different guises.

We have described a system used with success by some of our teams in the past. In sequence, we try to develop the practice outline—the three, four, and five-man offensives. Center plays, out-of-bounds plays and jump ball plays follow the system. In this way the same thing is practiced under different guises, and proficiency in individual details results in proficiency in the entire system.

THE PRACTICE OUTLINE

THE practice outline should be posted and known by the entire squad. It will require patience and hard work for the first week. Later, the squad will go through it as a matter of habit, with a minimum loss of nervous and physical energies. The outline should be compact, with the details listed under a few sub-headings. To practice six groups each with three variations is apparently easier than to practice eighteen different listed maneuvers.

I

Calisthenics are not consistently apropos. However, there is value in a preliminary lining up. The boys get the feeling of being in one organization. There is a gradual warming up, physically and mentally. This may be made more of a pleasure than a drudgery.

a. Ankles may be helped by rising on the toes. Breathing exercises may be carried on simultaneously. Then the squad may be numbered off into 1's and 2's for other exercises.

b. Pivots may be practiced with 1's and 2's facing each other. With the reverse pivot No. 1 may run past the team mate opposite him. Handling the ball, with a team mate opposite, pre-

sents an opportunity to practice the straight pivots.

c. Feints and steps may be practiced with team mates. Number 1 may lean his body in one direction and go the opposite way. In driving to the right, he may look and step to the left but drive to the right with the left foot. In going to the left with deception, he may look and step to the right but drive to the left off the right foot.

II

Passing may be practiced with the 1's and 2's on opposite sides of the floor.

a. The baseball pass may be practiced while standing still. It should be a hard accurate pass, either aerial or varied by a bounce. Deception may be developed later by looking in one direction and passing in the opposite.

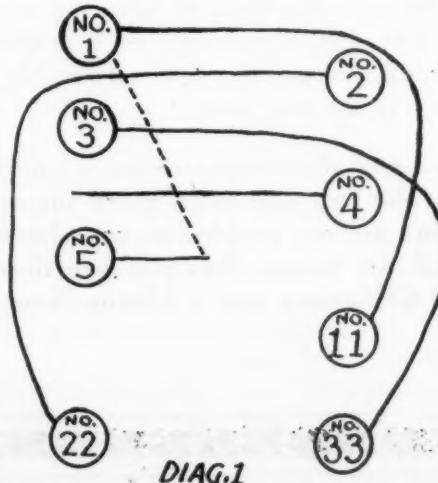
b. The push pass may be practiced by bringing the 1's and the 2's closer together. These passes may be both aerial and bounce types, with deception a later development.

c. Cutting as a fundamental may be introduced by starting toward the ball when the passer receives it. The receiver goes closer to the basket and the passer directly across the floor, farther from the basket.

III

A long pass with an easy shot is not so common as heretofore, but presents a not too uncommon incident. Like any other play it looks rather simple when executed properly, but requires painstaking practice. The following may be practiced on both sides of the floor.

a. A long pass diagonally from the



middle of the floor to a man standing beneath the basket. This gives practice in passing and receiving the ball as well as easy shooting practice.

b. The above may be further enhanced by the receiver cutting and receiving the ball while on the run. This shot is just a little more difficult.

c. A man may cut parallel with the side line, receive the ball at a point even with the foul line and dribble under the basket for his shot. This will add the feature of the dribble to the other fundamentals already practiced.

d. The man with the ball may fake any one of the above passes, or fake a shot and then dribble in beneath the basket for an easy shot.

IV

The cut across the foul line should be made from a point on the side line, out from the foul line. The man with the ball should be on the opposite side line near the middle of the floor. He may take one dribble as a signal for his team mate to start his cut. These stunts should be practiced on both sides of the floor.

a. The cutter receives the ball at the foul line and dribbles in fast for a shot. The passer goes behind the receiver to the opposite side of the basket, in case there is an overshot.

b. The cutter receives the ball, stops, pivots, and returns the ball to the first passer. The first passer on receiving the return pass, dribbles in fast for a shot beneath the basket. The original cutter may stay at the foul line to receive a back pass in case the first shot is missed.

c. The cutter receives the ball, stops at the foul line, fakes a return pass, but pivots and dribbles in fast for a shot beneath the basket. As in IVa, the first passer continues to the opposite side of the basket for an overshot.

V

The floor may be divided into four quadrants by two imaginary lines: One from basket to basket, and the other at the middle of the floor through the center ring. There should be a ball with four players assigned to each quadrant. The players should practice in each quadrant the three and four-man offensives described later.

VI

The entire system should next be practiced. Two different combinations may be working at the same time.

One team may work at one basket part time, and then exchange baskets with the other team.

VII

Taking the ball from the opponents' basket to the other end of the floor has been practiced in III and IV. However, the same practice may be repeated by having the ball passed out from the defensive basket. The receiver is out in front and dribbles up along either side of the floor. Coincident with this dribble, two men run up along the opposite side of the floor. If the front man is allowed a straight cut into the basket, he uses the pass as explained in III-b or III-c. If the front man must cut outside the defense, then the practice of IV-a, b and c is applied. If the front man is covered, the next possibility is the back man cutting as described in III-c. The front man, not receiving the pass, continues this cut to the same side as the ball, and the back man cuts to the foul line with its possibilities as explained in IV. This latest maneuver opens up the possibilities later described in the three-man offensive. Failure to pass ahead in this last possibility brings us in natural sequence to the delayed offensive as described under the five-man offensive.

In practice, it is well to emphasize that possession of the ball is all important. To give up the ball foolishly is the worst crime in basketball. While we have possession of the ball, the opposition can never score, and, conversely, we will have numerous opportunities to attempt to score. These opportunities are enhanced by a system which, meeting one obstacle, shifts easily to other maneuvers in natural sequence. Basketball is a game of habit, and, as we practice, so we play.

VIII

It is best to close the practice session with a brisk workout, which sends the boys to the showers, perspiring and enthused. This workout should be along the lines of the system, and give continuous action to a number of the players, so that they may all quit at the same time. In II-c, we had the passer going back of the receiver to the opposite side of the floor without any advance. For

this concluding practice stunt we may divide the squad into fives, with three men and the ball on one side of the floor, and the other two men on the opposite side of the floor. The passer goes around his receiver and one other man in his advance up the floor, and this puts him in position for a subsequent pass. Starting at one end of the floor, the ball and players are soon at the opposite end, and a shot becomes preferable to a pass. Then the excursion is made to the opposite end of the floor, ending in another shot. The number of trips up and down the floor is determined by the condition of the players. This workout, of course, is not advisable after a scrimmage, but is especially good in pre-season practice. In Diagram I, No. 1 has the ball. He passes to and goes around No. 2, continuing around No. 4 to the position of No. 11. Number 2 passes to and goes around No. 3, continuing around No. 5, to advanced position No. 22. Number 3 passes to and goes around No. 4, continuing around No. 11 to the advanced position of No. 33. And so it continues until a shot is made. The continuous lines represent the passage of the players. The dashes represent the passage of the ball.

If it is desired to divide the squad into groups of seven, then the passer would go around his receiver and two others.

THREE-MAN OFFENSIVE

NO system is absolutely fool proof. A mastery of fundamentals in a system will give greater results than no system. To know what we are trying to do, is to be further advanced

than to be guessing as to the best course. To know where we are going, is to facilitate our going. In this system, the receiver is cutting diagonally in front of the passer, and toward the basket. The passer is therefore cutting behind the receiver for three reasons: (1) to know where to go; (2) for the safety of his pass and its recovery if the pass is bad; (3) to be in a position to receive a return pass. The receiver must have three other thoughts besides catching: (1) To get into the most advantageous position for a continuation of passing, or into a position to score; (2) to dribble in and shoot, or pass to a third man; (3) being blocked in the preceding, to pivot and return the pass to the passer.

In trying to grasp another's system, the desire must be supplemented by work with a pencil and paper. No casual survey will bring a complete mastery of the thought.

The three-man offensive may be practiced in the quadrants previously described. In Diagram II, No. 1 has the ball. He fakes a pass to No. 3, which is the signal for No. 2 to get the pass. Number 2 has the possibilities described above for the receiver. He may dribble in and shoot, he may pass to a third man, or he may pivot and return the pass.

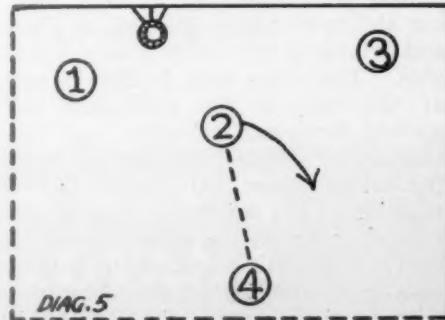
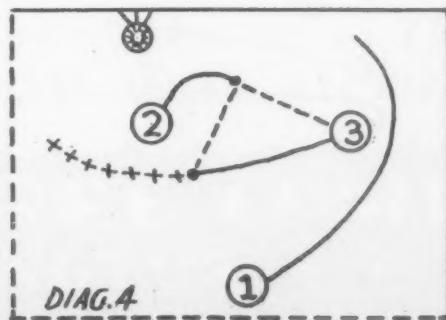
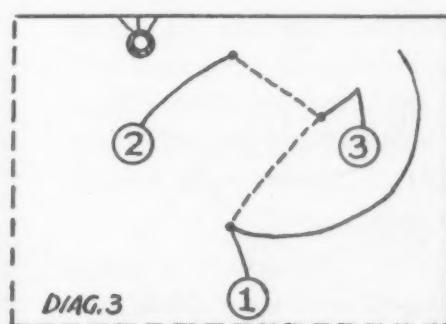
For practice of the system:

1st—Number 2 passes to No. 3 under the basket for a shot. Number 1 has gone behind No. 2 and can recover No. 3's overshot.

2nd—Number 3 does not go beneath the basket but receives a pass from No. 2 nearer his original position. Number 3 passes to No. 1 beneath the basket for a shot and follows in for the overshot.

3rd—Number 2 fakes a pass to No. 3 but pivots and returns the pass to No. 1. Number 1 may then dribble in and shoot with No. 3 on the opposite side of the basket.

In diagram III, No. 1 fakes to No. 2, but this is the signal for No. 3 to receive the pass. Number 3 has the possibilities of a receiver, and he may dribble in for a shot, pass to the third man, or pivot and return the pass.



For practice of the system:

1st—Number 3 passes to No. 2 beneath the basket.

2nd—Number 2 does not go beneath the basket, but receives near his original position the pass from No. 3 and passes to No. 1 beneath the basket.

3rd—Number 3 fakes a pass to No. 2, but pivots and returns the pass to No. 1, and No. 1 dribbles in for the shot.

4th—Further amplification of the pass to No. 3 may be had when No. 3 passes to No. 2. In diagram IV, No. 3 passes to No. 2. Number 2 fakes a pass to No. 1 but pivots and returns the pass to No. 3. Number 3 then dribbles in and shoots with No. 1 on the opposite side of the basket.

FOUR-MAN OFFENSIVE

THE four-man offensive is further amplification of the three-man offensive. If any one of the original offensive trio is blocked, he may pass back to a fourth man in comparative safety. The fourth man comes up as one of the offensive trio. The man who passes back retreats back and towards the side line, as the fourth or safety man. This presents the possibilities of the three-man offensive.

In diagram V, No. 1 has faked to No. 3, but passes to and goes around No. 2. Number 2 is unable to pass to either No. 1 or No. 3, and so must pass back to No. 4. On the pass back, No. 2 must go back and towards the side line. Number 4 moves up and becomes one of the offensive trio, with the possibilities as described in the three-man offensive. For best development it is advisable to go again through the possibilities described under the three-man offensive. Number 4 may fake to No. 3 and pass to No. 1. Next, No. 4 may fake to No. 1 and pass to No. 3.

FIVE-MAN OFFENSIVE

THE use of five men in the offensive is to employ the so-called delayed offensive. Three men are placed inside the defense of the opponents. One man is placed in the middle near the foul line, and a man is placed on each side line. The man in the middle is known as the pivot man. He should be, preferably, a large man, but ability to handle the ball, to pivot and dribble in for a shot is very desirable. The pivot man is always one of the trio in the previously described three-man offensive, and this three-man offensive is the basis of the entire system. Of the other two men inside the defense of the opposition, the man on the same side of the floor as the ball becomes the second man in the offensive trio. The man with the ball, outside the defense, is

the third man in the offensive trio. The third man, inside the defense of the opposition, swings toward the back court as the three-man offensive begins, and he becomes the fourth man previously described in the four-man offensive. The second man, outside the defense, is designated as the fifth or safety man.

In diagram VI, No. 1 is the pivot man. Numbers 2 and 4 are the other men inside the defense of the opposition, represented by X's. Numbers 3 and 5 are the men outside the defense. If No. 5 had the ball, then Nos. 1 and 4 would complete the offensive trio, with No. 2 going back to become the fourth man.

However, No. 3 has the ball and is the first of the offensive trio. Number 1, the pivot man, is always one of the offensive trio, and No. 2 is on the same side as the ball. This leaves No. 4 to swing back and become the fourth man. This presents the further combination of the three and four-man offensives, previously described, with all of their possibilities.

One remote possibility with the above layout, is that No. 4 may edge beneath the basket for a long pass from No. 3. This is rather unsafe, and if No. 3 is unable to pass ahead

to No. 1 or No. 2, then he must pass across the floor to No. 5, who is a little deeper in the back court since he is the safety man. When No. 5 brings the ball up into the offensive area, there must be some changes in the positions of the men inside the defense of the opposition.

When No. 3 passes across the floor to No. 5, the rule of the passer going behind the receiver still holds. Hence, No. 3 goes over to No. 5's side; No. 2 and No. 4 cross the floor in front of No. 1. The man diagonally opposite the ball, No. 2 in this case, crosses closer to No. 1. Number 4 crosses the floor farther away from the basket than No. 1 and 2. It is apparent that if a man-to-man defense were in operation, there would be some confusion with six men bunched at the foul line.

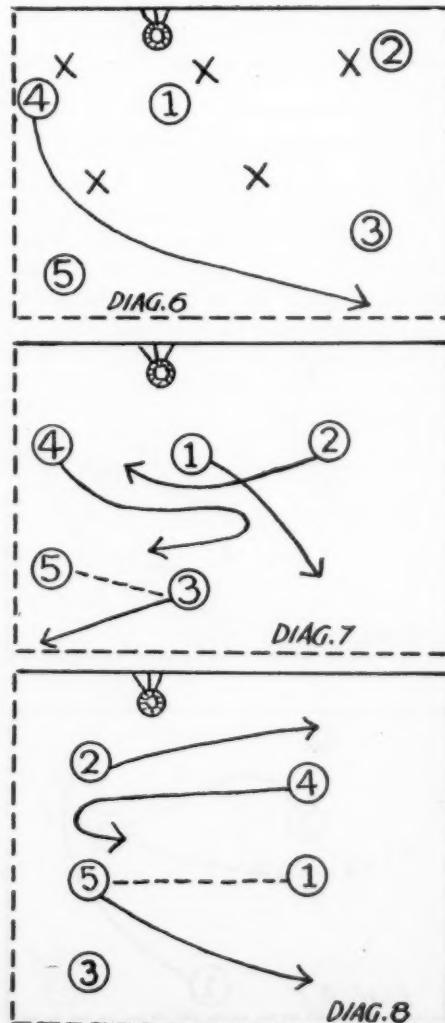
The side men, No. 2 and No. 4, with No. 5 would become the offensive trio, with No. 1 retreating to the territory vacated by No. 3. The time of the retreat by No. 1 would depend upon the system employed. If No. 5 were to signal which man was to cut first, by faking to the opposite man, then No. 1 would have to be very watchful. If, however, the man to cut first was predetermined, it would be more effective and easier for No. 1. In the three-man offensive we designate the two front men as short and long; i. e., the man on the same side as the ball is short, and the opposite is the long man.

In diagram VII, with No. 5 in possession of the ball, the men having crossed the floor on the pass from No. 3 to No. 5, No. 2 would be the short man and No. 4 the long man. It is better for No. 4 to cut first, and No. 5 may or may not employ a fake pass. In this case, No. 1 retreats back of No. 4 as No. 4 returns toward No. 5 for the first pass in the three-man offensive. This puts into operation the three and four-man offensive with Nos. 5, 4 and 2 as the offensive trio, with No. 3 in the fourth man position and No. 1 as safety.

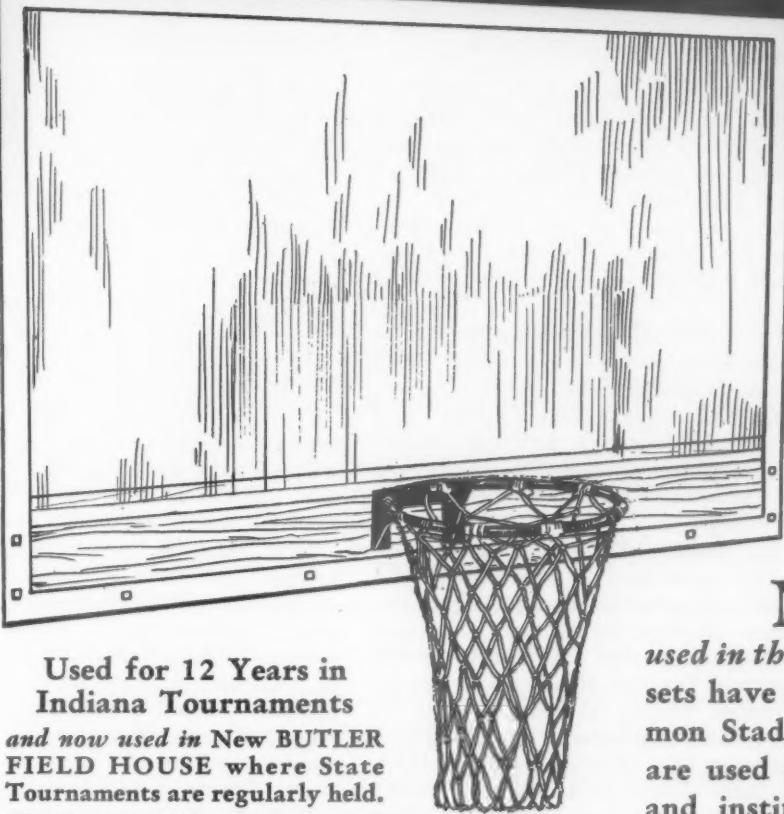
If No. 5 is unable to pass ahead and must pass across the floor to No. 1, the rule of passer back of receiver applies, and No. 5 goes back of No. 1. Number 1 then has No. 2 and No. 4 ahead of him as members of the new three-man offensive.

In diagram VIII, No. 4 is seen to have cut across the floor expecting a pass from No. 5. Number 2 must take the side vacated by No. 4. If we were having the long man cut first in the three-man offensive, No. 4 would cut for the pass from No. 1, and No. 2 would round out the three-man offensive.

If No. 5 in diagram VII having
(Continued on page 26)



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Education for Character and for World Peace

*Address before the State Teachers Association,
Rapid City, South Dakota, November 26, 1929.*

By John L. Griffith

ONE of the most interesting aspects of education today is that which relates to interscholastic and intercollegiate athletics. Since the war, people in surprisingly large numbers have manifested a keen interest in school and college sports. The newspapers have now doubled and in some instances quadrupled, the amount of space which they are giving to sports over and above that which was devoted to similar events and activities fifteen years ago. More people are engaging in outdoor as well as indoor athletics now than formerly. Since the majority of the secondary schools and the colleges as well have made some provision for carrying on physical education and athletic programs, and since these organizations are stable and have the personnel for conducting the work, the bulk of American amateur athletics such as is exemplified by the team games is sponsored and made possible by the educational institutions.

No one can discuss intercollegiate athletics or answer the questions that are raised concerning athletics with the hope of satisfying any appreciable majority. In the first place, there is a tendency toward the emotional rather than the rational treatment of the problem. The college professor as well as the high school superintendent, principal, or instructor, is not paid a salary commensurate either with the time spent in preparing himself for his task or his worth to society. He notes that the coaches, many of whom have not spent a like time in preparation for their work receive salaries fully as large as, if not larger than, the one that he receives. The professor, further, who finds it a difficult matter to secure apparatus, equipment or books which he feels are necessary, and which doubtless are necessary for the carrying on of the work of the department, notes that the athletic departments in many instances have adequate equipment and plenty of money with which to carry on athletic and physical education work. Thus the very human quality of jealousy is aroused.

The athletic directors and coaches are tremendously interested in their work. Doubtless many of them are

prejudiced in favor of the activities which they are primarily concerned with. Some of them are not so much interested in the academic work of their institutions as they should be and as a class they allow their emotional natures to interfere with rational thinking on the subject of athletics.

The alumnus who throughout most of the months and weeks of the year is sober minded and treats his own problems rationally very often is highly emotional in his attitude toward college athletics, especially those that are exemplified by the team from his old college.

The man on the street is not primarily interested in the educational aspects of athletics and physical education. Rather, he thinks of the game as a sporting event and he attends the spectacle for the thrills that he anticipates getting therefrom and for the entertainment which the pageant and spectacle afford. Because, then, we have been accustomed to treat athletics emotionally rather than rationally, it is not an easy matter to discuss this subject without laying oneself open to the charge of prejudice or without arousing the emotions of others.

Further there is no general agreement regarding the purpose of athletics. In fact we are not all of one mind regarding the function of education. Perhaps we will never agree regarding the meaning of education and the purpose of the high school or college until we have uniform ideas regarding the purpose of life and what constitutes success. It is just as easy to define, to the satisfaction of all, liberty, love and democracy as it is to state the purpose of life, of education, or of athletics. Since the finest things in life are not susceptible to definition, it may be just as well that we are not all in accord regarding the meaning, value and purpose of athletics.

Some years ago I was curious to know whether our college athletes were as successful in after life as were our non-athletic men. In approaching such a subject, however, it was necessary of course to understand the meaning of the word success. I appealed to ten university presidents

for help and found that while in the main these men had similar views on this subject, yet their definitions were widely different. After studying their replies I came to the conclusion that if a man had approached middle age or the period beyond middle age he might reasonably be considered to have accomplished his life purpose and in other words be considered a success if the following questions concerning him could be answered satisfactorily.

(1) Has he learned the science of living in terms of health, strength, and bodily vigor, and has he applied his knowledge wisely? In other words, what is his health record?

(2) Has he been engaged in a learned profession or held a position of responsibility or rendered recognized service in a social service agency, or held a position of influence in the nation, the state, the community, the city, the Army, or the Navy; that is, what has his employment record been?

(3) What is his approximate income? In other words, may his service to society be measured by the payment that society is making him?

(4) What is his general character? Has he fittingly observed the laws of God and man?

Undoubtedly very few men ever pay their full debt to society. All of us are so heavily indebted not only to heredity but to environment and to the fact that our possibilities have been developed largely in the years of youth that I doubt whether we can ever do much more than make partial payment of our indebtedness.

Regarding the function of education, the purpose of the university, college or high school, two ideas have been propounded and widely discussed by educators. Dr. Henry D. Pritchett, president of the Carnegie Foundation, in Bulletin No. 23 recently published by that foundation suggests, "The purpose of the college should be to teach, and as a teaching agency to bring the college youth to an understanding and appreciation of the intellectual life,—in a word, to teach the boy to think." He further adds, "The first American colleges originally aimed to offer to youth a general cultural education and to send him out



Forbes Field, the home of the Pittsburgh "Pirates", the night before the Duquesne-Geneva game. (Taken in a fog and before the gridiron was marked out.) Undoubtedly the best illumination under which football has ever been played at night for spectators. People all through the great crowd, deck upon deck and out into the bleachers, were saying that it was better than daylight—that the lighted field held one's attention like a moving picture. The Director of the losing team said that it was much the best illumination he had ever seen, and that the light had nothing whatever to do with their losing the game.

Night football will be played next fall at many Colleges, High Schools and Base Ball Parks. Coaches, Directors of Athletics, Principals of High Schools, and Owners of Parks will be purchasing football illuminations. Yet many of them have never seen a lighted field. Others have had no chance to study the difference between a good illumination and a poor illumination. How, then, can they act safely?

Naturally, by consulting the man who has achieved the outstanding successes, who has done better than all others in lighting football fields—the man who has lighted most of the great Stadiums of the world that are outstandingly well-lighted—the man whose illuminations have swept practically all others off the College fields of the country—the man whose work has produced night football, who has brought it up to its present high standard—the man whose illuminations of College practice gridirons were so good that

the College men themselves came to him and said, "If Harvard, Yale, the Army, the Navy and others can risk their precious Varsity teams in actual play against the scrub teams, after dark, why cannot you light our fields so that we can put on actual games at night, when everybody is free to go?"

Briefly, that one man whose work in lighting Stadiums, Football Fields, Tennis Courts, small Baseball Diamonds, etc., has produced the vogue for football and other games and sports of every kind at night, which is now sweeping the country.

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"Tex" Rickard's Madison Square Garden;
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Giant Field House at the University of Minnesota;
Mr. Yost's new Field House at Michigan University;

PRACTICE GRIDIRONS:
Harvard;
Yale;
New Hampshire;
New York
Univ.;
Cornell;
Pennsylvania;
The Army;

NIGHT GAMES:
The Navy
Penn State;
Ohio State;
Illinois;
Chicago;
Northwestern;
Wisconsin;
Minnesota,
etc.;

Drake University
Cincinnati Univ.;
Col. of William & Mary;
Washington University;
Loyola University;
Fall River Pro. Soccer;
Oklahoma A. & M. Col.;
Arkansas A. & M. Col.;

Univ. of No Dakota;
University of Kentucky;
John Carroll College;
Okla. City University;
Havelock High School;
Wellington High School;
Tulsa High School.

And other Colleges, High Schools, etc., too numerous to list, that are practicing evenings, or playing actual games at night for spectators, under Cahill Illuminations.

into the world a cultivated man, knowing his mother tongue and some Greek, and Latin and mathematics, in touch with literature and science and with a mind so trained as to enable him to take up a profession or a business with intelligence or success." He holds that the university should be considered as an intellectual agency, the function of which is to train the powers and the habits of mind.

The other idea is that the university is a socializing agency which in addition to teaching Greek, Latin, science, literature and mathematics, might also offer courses in journalism, business and commerce, transportation, accounting, religion, music, art and athletics. It would not be considered within the province of an intellectual agency to conduct research for economic advantages. A socializing agency might consider that it was justified in conducting studies designed to increase human knowledge as to water purification, the betterment of soils, the prevention of plant and animal disease, the durability of metals and the physics of heat radiation, even if such knowledge proved of inestimable economic value to business, to the community and to individuals who might sell certain products which were marketable as the result of the knowledge discovered and disseminated by university research departments.

If the university is considered as a socializing agency it may well be that the majority will agree that athletics have a place in the pedagogical scheme. If we accept the mediaeval idea of a university and agree that the study of only such subjects as were taught in the first universities that are known to educational history have a peculiar function in teaching men to think and that the more modern courses which are now generally found in the American universities of today are not of value likewise in teaching those who pursue such courses to use their powers of thinking, then we might agree that athletics should be eliminated from the educational plan.

Assuming for the moment that we consider the school and the college as a socializing agency rather than solely as an intellectual agency, may we then consider briefly the place of athletics in such an institution. In the first place while the student of the classics may develop certain habits and powers of mind that will be of value to the individual in his later business or professional life it may be remarked that the athlete also develops certain thinking qualities. In my judgment, however, these qualities of thought such as may be developed and stressed

in athletics are not to be compared with the habits and powers of the mind which possibly are developed in other courses of training. The main value of athletics lies in the fact that they serve to develop qualities that cannot be measured by an intelligence or physical efficiency test. Since I may be accused of being prejudiced on this subject, let a president of a well-known university state what these qualities are. He says, "Few of us who really think the matter through carefully will, I think, deny the great value of athletics in the teaching of self-control, judgment, rapidity of thought, power of decision, team play, good sportsmanship, and other most essential traits." Another president, Glenn Frank of the University of Wisconsin in an address recently suggested that "we have far too little color in our lives today. Football with its pageantry supplies color and for that reason, if for no other, is worth while."

I have had a notion further that men who engage in school and college athletics learn to play the game according to the rules. I have attended all but one of the twenty Drake Relay meets which have been held in Des Moines, Iowa. Fully 20,000 boys and young men have competed in those games. I do not recall a single competitor who wilfully violated the rules governing the event in which he was competing. I remarked on this at one time to a friend of mine in one of these meets and he said, "Yes, our athletics are all right. I am not worried about our athletics, but I sometimes wonder if this republican experiment of ours will endure." A democracy such as ours is predicated on the assumption that we as a people have the capacity for making sensible rules, and, having made them, possess character and ability to play the game according to the rules. If our school and college athletics even in a small measure each year teach several million young Americans the need of playing the game according to the rules, they are worth far more than they have cost.

Further I am optimistic regarding our amateur athletics, first, because they are in the hands of school and college administrators and others who believe in the fundamental values of these activities. These men have done everything that is humanly possible to guarantee that the competitions will be carried on with the utmost fairness and with a fine regard for all who may compete in them. An editor not long ago speaking of this matter asked a question and then answered it. He said, "Where in all life's competitions except in athletics are men guaranteed

an honest start, an unimpeded path and a just award at the finish?" Continuing he added, "When a boy comes out to run a hundred yard dash he knows that he will be given an honest start, he knows that no one will be allowed to throw hurdles in his path as he runs and he further realizes that he may expect a just decision at the end of the race." When the time comes that we will guarantee our boys in other competitions in life the same fair start with no interference during their performance and an honest reward as we now do in athletics, much of the trouble that now besets us in our social, industrial, and political life will be at an end.

Another lesson that a boy who is fortunate enough to compete under a good coach learns early in his athletic experience is that a sportsman does not alibi. Stevenson in one of his essays calls attention to the fact that under certain climatic conditions when the frost comes, the sound, healthy leaves on the tree turn to gold, and the weak, sickly leaves turn to pallor. Carrying Stevenson's illustration a little further, when adversity comes to the athletes on the playing fields of America the unfit turn yellow and the sound healthy men turn to gold. My experience leads me to suggest that the majority of our school and college athletes are sound in body and mind and consequently they meet defeat without alibis, without recriminations and without excuse. Many of them, moreover, have learned that it is the mark of a good sportsman to accept defeat gracefully. This, then, is another of the fine lessons that may be learned in school and college athletics.

Some of the indictments against school and college athletics are made by those who believe that there are certain evils and abuses which are inherent in the athletic institution or system. These men overlook the fact that our institutions are no better or worse than the men who compose them and who lead and direct the activities. Athletics are not moral any more than books, the theatre or science. We could well dispense with some of the present day literature and plays. An improper use of scientific knowledge might result in the destruction of a city. Some artists paint pictures for pay while others paint for the love of painting and give vent to their creative genius. Some research departments are conducted solely for commercial and business reasons but the great majority of discoveries undoubtedly have been made by men who were in search of truth. Some athletics are conducted in such a way as to be a disgrace to their schools and cities. Since our school and college

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athletics, however, are administered by educators and idealists I am satisfied that they are serving a useful purpose.

It is frequently suggested that our college athletics have been commercialized. Dr. Pritchett has called football a profitable professional enterprise. It is true that here in America where the poor boy as well as the rich man's son is given an opportunity to engage in athletics, it costs money to conduct the various interscholastic and intercollegiate sports. By the same standard of measurement the church, college, and the art galleries are commercial institutions because money must be raised by some means or other to enable these organizations to carry on their work. Football, which in a few of the larger universities is conducted annually at a profit, is no more commercial than baseball, which is usually conducted at a loss. I doubt whether many would suggest that we condemn the sports activities that possess earning power solely because they have earning power and condone the other sports that do not have any appreciable earning power solely for the reason that they do not have any great amount of earning power. Commercial may have a noble or an ignoble meaning. Our amateur athletics are not mercenary; rather they are philanthropic in design and purpose.

Dr. Pritchett and Dr. Savage in the Carnegie Report classify the school and college coaches as professionals, and recommend that professional coaches should be done away with. The minister of the gospel is a professional in that he, following the Bible precept that the laborer is worthy of his hire, accepts a small salary for his services. The college professor is a professional. In far too many cases he is not paid a living wage, and very, very few men have entered the teaching profession for the financial returns which that profession makes, but nevertheless they are paid somewhat for the work that they do. Dr. Pritchett, Dr. Savage and the employees of the Foundation who conducted the athletic investigation are professionals who accepted salaries for making a study of amateur athletics. In the same manner our coaches are professionals. Many of them are paid larger salaries than are other members of the faculties. However, I do not know of an athletic coach who in his lifetime has been able to save enough money from his salary to enable him to live in his declining years on his income. There are 35 or 40 men in the Intercollegiate Conference who have been engaged in physical education and athletic work for from 20 to 40 years. Not one of these men could retire and live on the

small savings that he has been able to make from his salary received from coaching. Ideally it would be a fine thing if none of us was faced with the necessity of making a living in order to make a life. You recall those words of Kipling that run something like this:

"When Earth's last picture is painted
and the tubes are twisted and dried,
When the oldest colours have faded,
and the youngest critic has died,
We shall rest, and, faith, we shall need
it—lie down for an aeon or two,
Till the Master of All Good Workmen
shall put us to work anew.

And only the Master shall praise us,
and only the Master shall blame;
And no one shall work for money, and
no one shall work for fame,
But each for the love of the working,
and each, in his separate star,
Shall do the Thing as he sees It for
the God of Things as They Are!"

A number of critics have in recent days suggested that it is unfair to a college football player to ask him to play without pay. Without mentioning the objections to this procedure which are obvious and well understood by educators, I would like to suggest that from an economic standpoint the proposal is unsound. If the men who actually participated in intercollegiate football contests in the Big Ten Conference this fall were paid at the rate of \$100.00 a week for their services and if all of the men who have competed or will compete this year in other intercollegiate sports were paid at the rate of \$50.00 a week, the Conference universities would expend for players salaries the appalling sum of \$1,357,000. If the educational institutions were to adopt the plan of paying players salaries, only a few of the larger schools and colleges would be able to carry the financial load and ultimately the others would be forced to abandon their other inter-institutional sports programs.

Another matter of concern to some and one that has disturbed a considerable number of people is that which relates to the amount of publicity which the athletes and athletic departments receive. In explaining one of the objections to the publicity now given to athletics, a university president explains the human qualities involved on the part of the objectors as follows: "For some nineteen-year-old youngster blessed with a powerful physique, a clear eye, speed and courage to receive public recognition far surpassing that given to the discovery of fossil eggs thus proving that certain of the dinosaurs were oviparous is to certain minds anathema." As regards the claim that publicity is bad for the boy and that it stimulates his

ego until he crystallizes conceit, the same educator suggests "the publicity of athletic success is an acid test for youth—the weak dissolve, the strong remain. It is one of the few means of natural selection of the truly humble and unselfish among youth that a soft civilization has left to us."

While it is fine that we attempt to throw as many safeguards around youth as it is humanly possible for us to do, yet I am not sure that many boys have been spoiled by the adulation heaped upon them because of their athletic prowess. Dean Inge some time ago advanced a thought in this connection which is worthy of repetition.

"Everywhere we find the demand to make life easy, safe and foolproof.

"The fine trees in our public parks are periodically mangled and reduced to the condition of clothes-props by our urban and county councils, because boughs have been known to be blown down in a high wind, or even, in the case of elm trees, to fall suddenly, and once in two hundred years some fool might be standing under the tree at the moment.

"Every workman must be insured against every variety of accident, even when it is caused by his own negligence.

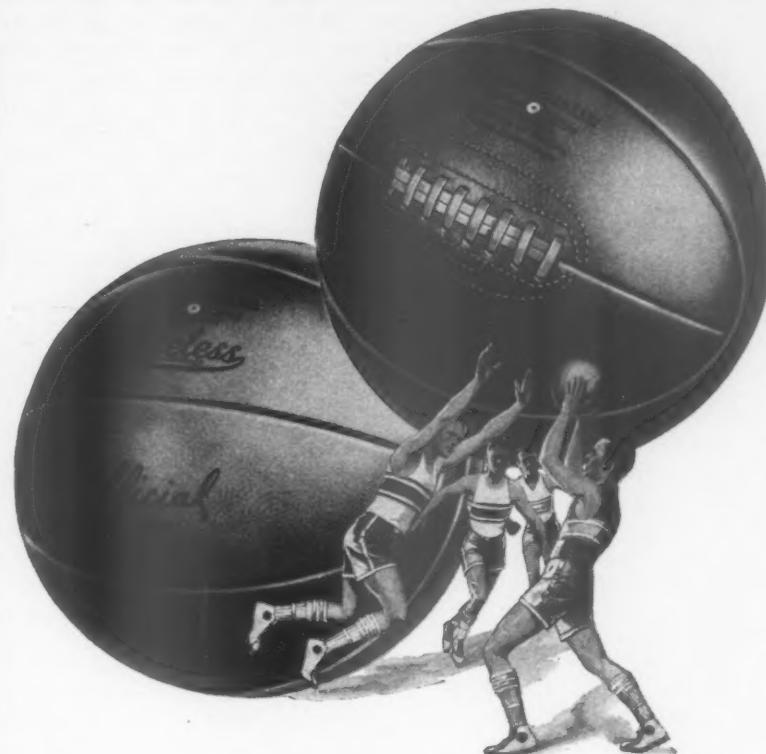
"If a traveller slips on a piece of orange-peel, which he ought to have seen, in a railway station, or allows his coat to be stolen under his eyes in a carriage, he brings an action against the railway company, and wins it.

"We now demand to be personally conducted through life, all risks to be taken by some one else.

"After a century or two of this regime we shall all be helpless as Lord Avebury's ants, who starved almost to death in sight of food because they were used to having it put into their mouths by their slaves."

Dr. Pritchett inquires "why should the college boy be subjected to a publicity regime merely to enable some thousand young reporters to make a living?" The answer, of course, is that no one ever connected with school or college athletics has ever had even the remotest idea of promoting sport for the sake of furnishing employment to the newspaper reporters. At the same time I am not sure but that the best sports writers of the day are making a literary contribution that might compare favorably with the literature of Homer when that sports writer reported certain memorable Greek games, or of Scott who so excellently reported the events connected with the tournaments and contests of mediaeval times.

I sometimes think that the sports page is the cleanest page in the daily newspaper. While the columns on the



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other pages are frequently devoted to men who have made a failure of life, the criminals, suicides and others the sports page deals with accounts of the men who have won. Very little attention is given to the losers. I submit to you that the boy of today may quite generally gain more inspiration and stimulus from reading about the victors than from reading accounts of those who have made a sorry failure of life. In my day Jesse James and old King Brady were youthful idols. The youngster of today admires, yea, even idolizes the athletic heroes. It is difficult to understand how, as some have charged, athletic publicity demoralizes the athletes or the educational institutions. In the days when Red Grange of the University of Illinois was highly publicized, an Illinois man discovered one of the unknown chemical elements. Other men at that institution also during those years were making discoveries that were highly beneficial to society, and no one has as yet been able to show that the general average of scholarship at Illinois was in any way affected by the publicity given this boy or the athletic department.

Athletics were highly emphasized by the Greeks throughout the period when Greek civilization was at its best. Our victorious college athletes of today are never given the adulation that was accorded the victors in the Greek games in that period when Greece produced her greatest scholars, philosophers, artists and statesmen. The Greek victors, we recall, were on their return home from the contests frequently met outside the walls of the city by the leading citizens and by the children who sang songs in honor of the athletes. They were admitted through a breach in the walls made especially in their honor, and monuments to them were erected in the temples. Perhaps there is a correlation between amateur athletics and intellectual and cultural development. In this connection it may be noted that the backward nations of the world are in no sense of the word athletic nations.

Attention is frequently called to the good old days when college football players competed before small groups when they played for the love of playing and when scholarship was more reverenced than it is today. Twenty-five years or more ago college football schedule frequently consisted of from 12 to 15 games a year. A season then started some time in August and was concluded some time in December. In the Intercollegiate Conference the football season starts the 15th of September and ends the Saturday before Thanksgiving, and no institution is permitted to schedule more than

eight games. In the old days the players practiced five or six hours a day. In the "Big Ten," practice in football is limited to two hours per day and the majority of the men do not actually practice more than an hour and a half at the most. In those earlier days the equipment was meagre, and training and medical facilities were inadequate. Today the players are provided with the finest equipment obtainable and are given the best medical and training advantages. Formerly a football player was expected to stay in the game until it ended or until he was carried from the field. Today it is not uncommon to see 30 or 40 men competing on a single team in one game. The coaches generally today substitute fresh men for those who show signs of injury or of tiring.

A well-known writer in a national magazine deplores the fact that the fine ideals of his old college have vanished and that the undergraduates today do not worship scholarship as did the undergraduates of his time. A classmate of this writer, however, writes me, "The most vivid memory I have of 'Spike' is his leading a mob on the Opera House to celebrate a football victory. Along with other students, he was indicted." Thus it would seem that some of the undergraduates a few generations ago did not spend all of their time in worshiping scholarship.

In conclusion—those who make the most pronounced objections to our present intercollegiate and interscholastic athletics may be classified as follows:

(1) Those who believe that the university is solely an intellectual agency and consequently that athletics should not be considered as having any place in the educational scheme.

(2) Those who are jealous of the success and popularity which football has attained. These men seldom find fault with college baseball teams, crews or swimming teams.

(3) Those who see the big crowds at football games and who read financial reports at the end of the season and are frightened at the bigness of the thing. In a democracy such as ours we are apt to place a premium on mediocrity and to be suspicious of men, organizations and activities which are highly successful.

(4) Those who fail to distinguish between the meanings of such words as commercial, mercenary and philanthropic.

Our athletics are all right when they are properly administered. Since our school and college athletics are administered for the most part by men of ideals, we may view the future with some degree of confidence. Ath-

letics properly administered do develop certain desirable traits and qualities of character that are of value not only to those who play the games but to those who watch the contests. I know that some will object to this statement and will suggest that even if the athlete does learn to conduct himself in a worthy manner on the field there is no reason to believe that the traits of character stressed in athletics will carry over into other fields of activity. Since none of those who subscribe to this view, however, would consider it wise or safe to teach the child in the home to steal, lie, or cheat since such a child would not necessarily carry some of these traits into school and other situations, I will continue to believe that if good manners and morals are taught and exemplified on the playing fields that athletics serve a useful purpose.

A High School Basketball System

(Continued from page 18)

received the cross floor pass from No. 3, could neither pass ahead nor cross floor as in VIII, then No. 5 would have to pass back to No. 3. Number 3 would bring the ball up into the offensive. Number 4, having cut for a pass from No. 5 as shown in VII, would be the short man. Number 2 having taken the territory vacated by No. 4, would be the long man, when No. 5 passed back to No. 3. This would bring the three-man offensive with Nos. 3, 4 and 2 into action. Number 5 would be the fourth man and No. 1 the safety man.

By a mastery of the three-man offensive first, then the four-man offensive, and later their incorporation into the five-man offensive, we may develop a system with continuity of action.

CENTER PLAYS

FOLLOWING the lines of the system, the center plays may be developed from the three-man offensive. The center may tip to the left forward. The left forward may pass to the right forward beneath or out from the basket, with the center going back of the left forward for a follow-up shot or a pass. The left forward may bat the ball back to either guard, bringing into play the action of the four-man offensive. The left forward would go back into defensive territory as the guard comes up for the offensive trio with the center and right forward.

The above would be possible on a center tip to the right forward. On a center tip to the guard, the center would retreat, and the guard would move up and form an offensive triumvirate with the two forwards.

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The Interest of the State in Physical Education as Exemplified in its Legislation

By Paul E. Belting, Ph.D.

THE need for physical education in the United States has become more apparent as society has increased in complexity. The demand for well-developed physical manhood and womanhood has been reflected recently not only in organization, administration, and curriculum, but also in legislative enactments. The purpose of this article, therefor, is to set forth legislative provisions that are necessary for an effective system of physical education, give an analysis of the more prominent provisions in legislation for physical and health education, and present a comparative summary of legal enactments.

Legislative Provisions Necessary for an Effective System of Physical Education

SOME of the laws for physical education postulate aims that are to be accomplished on premises that are untenable in present day thought although these enactments were made within the last two decades. Some of the laws contain incomplete conceptions of the purposes, while others have no provisions as to the aims at all. Finally, a few of the laws provide for many of the outcomes of education without creating the necessary conditions to realize them. In order for educational legislation of any character to be most effective it must be conceived and enacted in accordance with the best thought in modern educational philosophy as to aims and purposes. Hence, the first prerequisite of desirable physical educational legislation is that it be formulated according to the best aims in this field.

In order to realize the most desirable purposes of physical education the necessary educational machinery must be set up. Some form of organization is already in existence in every state in the country. While there is no uniform system of educational administration in the United States there are typical officers in the various states, such as the state board, the state superintendent, the state supervisor, the county board, the county superintendent, the city board, the city superintendent and the dependent district boards. Provision for the enforcement of the physical education law should rest with this machinery

and not with boards of health or physicians whose duties are usually concerned with other activities than those of education.

The most efficient organization, probably, would be composed of the state department of education, state supervisor of physical and health education, county school organizations, county supervisors of physical education, city boards in control of education and city supervisors of physical education. With this organization set up, what should be the character of the legal enactment?

The laws for physical education, like the compulsory attendance laws, should be mandatory in order to be the most effective. Also, a penalty should be imposed upon the whole locality for the failure of any community to enforce the law. This may be done by withholding state aid and support. It is insufficient to enact legislation of a character so vital and allow it to be made permissive. This practice permits any district to take as little care of the health of its members as it wants to. If certain children due to physical disability cannot meet the requirements of the law, the state should make provision for these exceptional pupils. However, it does not seem reasonable, and cannot be explained on any other ground than the continued belief in the colonial doctrine of individual liberty, that parental objection should be made to the ordinary fulfillment of the provisions of a mandatory law that is imposed on everyone alike.

The ideal law for physical education should be all inclusive in its nature so that it may be made to apply to all children between the ages of five and eighteen years in all of the grades in the public, private, parochial and institutional schools, junior college and teacher training institutions. Also, this law should apply to all other boys and girls who are engaged in labor, trades and industry. Facilities in physical education for these individuals may be secured by using parks, playgrounds, beaches, public buildings and equipment that are devoted to public health, recreation and play.

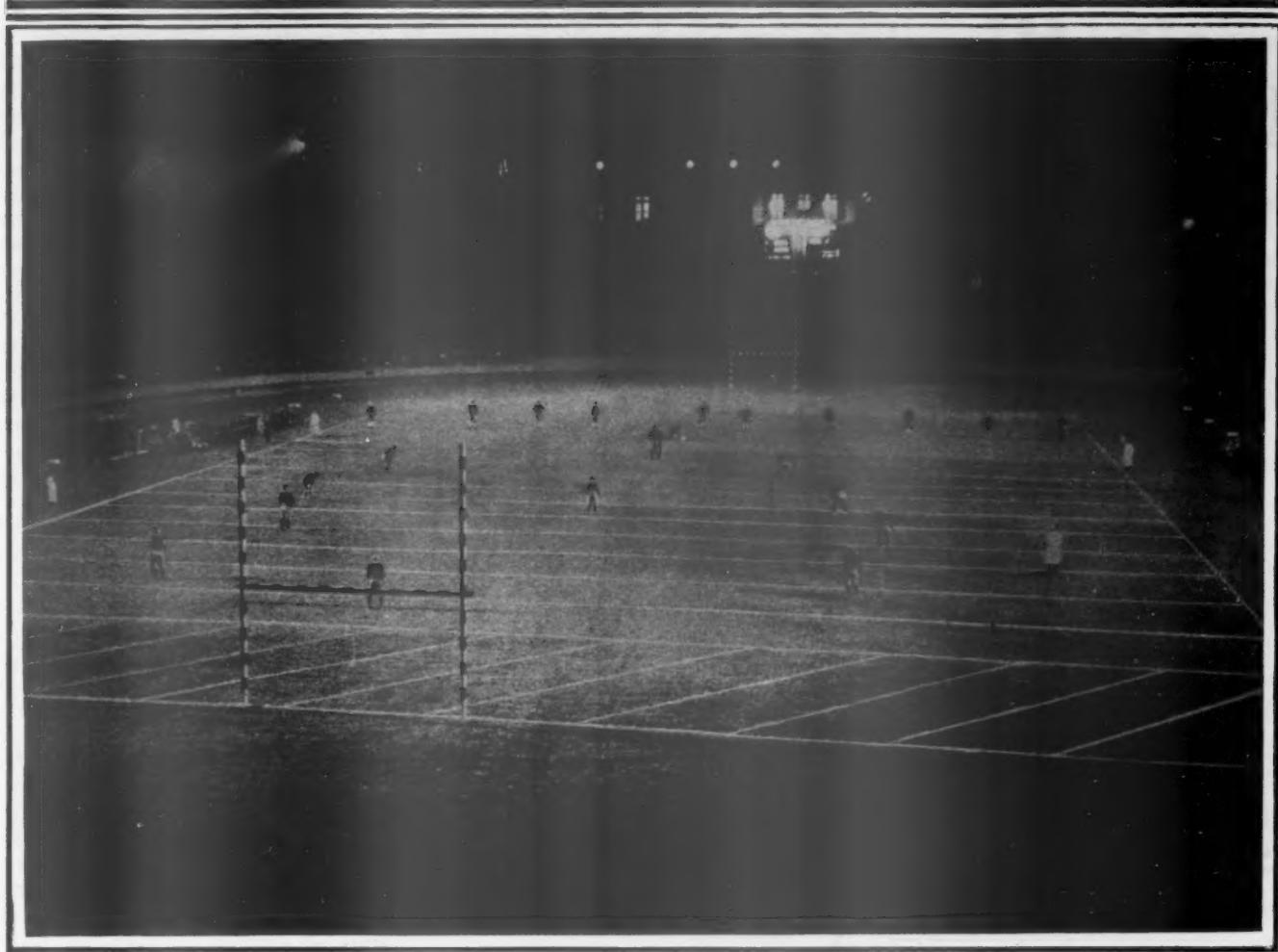
Even then the opportunity for physical welfare may be unequal in differ-

ent parts of the state. The cities, which usually have the largest amounts of wealth, will be able to provide more equitable arrangements for their children for physical development. In order to prevent the less able sections of a state from suffering, it is necessary to have the state assume part of the necessary financial obligation for these groups. State aid is seldom, if ever, sufficient in amount to pauperize any community. It should be distributed in such a manner as to help equalize the burden of the poorer communities in providing as good an opportunity for the welfare of the children as the more able locality. Probably a fair basis of distributing state aid should be made on a combination of the factors of physical education teacher, pupil-attendance.

Also, the solution to many of the problems in physical education will come from adequate laws on teacher training and certification. Even though the laws have properly provided for the purposes of physical education, the necessary educational administrative organization, the physical education of every boy and girl and state aid, these are of little value if any person may be licensed to teach without the necessary preparation and a study of the complex problems that are presented in physical education. Proper courses of study should be arranged for this purpose in all teacher training institutions.

Moreover, all teachers in order to be successful should study the problems of education in human situations such as in the class room, the playground and the laboratory. Thus they may be better able to readjust not only their technique but their philosophy as well in the light of larger, richer and more meaningful experiences than those that were secured in the days of scholastic preparation. Provision should be made for acquirement of such experiences before the renewal of certificates.

Finally, provision should be made for the co-ordination, organization, and readjustment of all of the agencies that have to do directly or indirectly with physical education in its larger and more inclusive aspects. This will necessitate a re-defining of the duties of state and local boards of



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health in their relation to state and local boards of education, a readjustment of the duties of state and local medical officers and state and local superintendents; a systematic organization of all of the elements of health and physical welfare into an inclusive program of physical education for normal children; a better organization for the care of exceptional children, a more suitable program for corrective activities and a delimitation of the overlapping of military training and physical education.

An Analysis of the More Prominent Provisions in Physical Education

Legislative Enactments

IN the remainder of this discussion, the more pertinent facts relative to the various laws for physical and health education are presented. The order of the successive topics in this section of the report is as follows: (1) the aims; (2) the frequency with which laws have been enacted; (3) the nature of the legislation; (4) the type of control or the machinery for administration; (5) provisions for state directors; (6) state aid; (7) the type of school; (8) the course of instruction; (9) medical inspection; (10) time requirements; (11) promotion and graduation requirements, and (12) exemptions.

The Aims

NO direct references to the aims and purposes of physical education are made in the laws of Rhode Island, New York, Illinois, Minnesota, Mississippi, Ohio, South Carolina and Washington. A very brief statement of the purposes of physical education is found in the laws of Arkansas, Iowa, Maine, North Dakota, Oregon, Nevada and New Jersey. For example, the law of North Dakota contains this brief provision as to the purpose of physical education.

"Physical education, which shall aim to develop and discipline the body and promote health through systematic exercise, shall be included in the branches of study required by law to be taught in the common schools."

Finally, more extensive statements of the aims of physical education are found in the laws of California, Missouri, Indiana and Arizona. The recent law for physical education in Arizona contains this presentation of the aims of the subject.

"To secure the teaching of human anatomy, physiology and hygiene; the effect of drugs, stimulants, unhealthful foods and drinks, and narcotics upon the human system, to develop organic vigor, provide neuro-muscular training, promote bodily and mental poise, correct postural defects, secure the more advanced forms of coordination, strength and endurance, and to

promote such desirable moral and social qualities as the appreciation of art in nature, the value of cooperation, self-subordination and obedience to authority; higher ideals and courage and wholesome interest in truly recreational activities, corrective and developmental instruction and improvement; uniform individual position, posture and movement; and uniform mass positions, formations and progressive movements; to promote a hygienic school and home life, secure scientific supervision of the sanitation of school buildings, playgrounds and athletic fields and the equipment thereof, and to foster, promote and develop individual athletic activities, story plays and gymnastics, folk and singing games, folk and aesthetic dances, athletic plays, athletic games and contests, and general health education."

The statements of the purposes of physical education that are contained in legal enactments, therefore, vary from little or nothing to long and inclusive generalizations that are to be realized. This characteristic may be explained in part, first, by the fact that the older states have had more of a tendency toward brevity in their constitutional provisions and legal enactments. In the early periods of statehood, life was relatively simple in the older communities, and the points of contact between the people and government were few. The tendency still is to follow more closely the practices which were dictated by custom. On the other hand, the newer states were admitted into the union when life was more complex. The legislative enactments as well as the constitutional provisions in these commonwealths were longer. Again, tradition has been influential in dictating or at least influencing the detailed nature of state laws in these instances.

A second explanation may be found in the "general welfare" clause in the theory of law-making, which goes as far back as the Federal Constitution, and under which the government does many things that are not specifically mentioned. There have been political economists of the opposing belief who have thought that a government should do nothing except that which is specifically granted to it. Probably it is better if a middle ground is taken between these two extremes. A very brief statement of the purpose of the law on physical education would allow administrative officers to carry into execution the purposes of the law according to their interpretation of the necessary details for the proper procedure and in the light of their richness of experience.

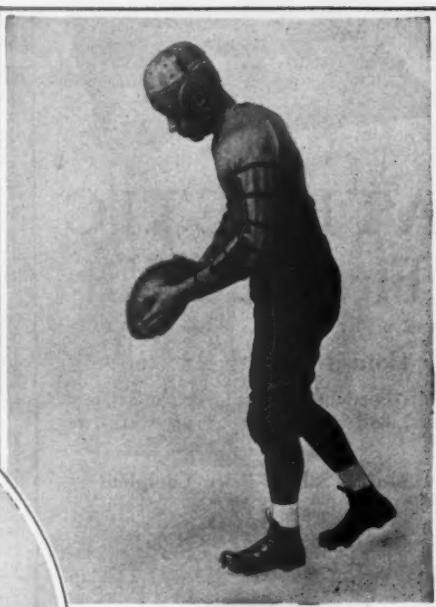
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Frequency of Law Enactment

ALL of the codes of the state laws of the state in the limited states and the session laws that have been enacted in the last few years were examined in order to find out, among other things, the dates on which these laws were passed. Laws providing for the teaching of physiology in the elementary school in order to show the evil and harmful effects of alcohol and narcotics on the human body were enacted near the close of the nineteenth century. In practically every one of the states in the country these laws still remain on the statute books and form the legal basis for the teaching of physiology and hygiene as subjects of study in the common schools. Then, legislatures gave boards of health in some of the states power and the authority to conduct medical inspections of the children in the public school. Laws for the teaching of physical education in the narrower sense have been enacted in the last two decades almost entirely.

Nature of the Legislation

LEGISLATIVE enactments may be classed as either mandatory or permissive. After an examination of the laws on physical education was made, it was found that in general the legislation should be classed as mandatory, although in certain sections the laws were permissive. In Arizona, Colorado, Florida, Idaho, Kentucky, Louisiana, North Carolina, Oklahoma, Tennessee and Texas, there was nothing in the law that indicated permissive action in any of the sections. These things are usually made mandatory in the physical education legislation: teaching the harmful effects on the human body of alcohol and narcotics, through physiology, hygiene and anatomy; the type of school in which physical education must be taught; the organization of courses in the teacher training institutions for the preparation of teachers in physical education; and the time that shall be devoted to the subject where this is mentioned at all. The most frequent provisions that are permissive pertain to the establishment of schools of special character for the physically defective children. However, there are provisos attached to the laws in some states for medical and physical examinations that tend to make these sections permissive. In many instances children may be excused from inspection and examination on the ground of parental objection or religious belief. As the purpose of these sections becomes better understood, and, as more effective control for physical education develops, these objections will tend to disappear. The

next section pertains to the machinery that has been established for the control, organization and administration of physical education.

Types of Control

HARD and fast classifications of the types of control for the various phases of physical education cannot be made accurately. This is probably due to the fact that the machinery for educational administration in any state was pretty clearly defined by the time physical education enactments were made. However, three types of organization are distinguishable. First, there is the situation in which a state board, appointed by the governor or elected by the people, appoints a chief executive officer in the person of the state superintendent of public instruction. He, in turn, recommends the appointment of his supervisory, legal, business and clerical staff. The county is the unit of educational as well as political administration. A county board, elected by the people, choose a county superintendent who, in turn, organizes his staff for administering the local schools. All of the provisions for medical and physical examinations of school children are carried out under their general direction. The state superintendent appoints a director of physical education as one of a number of supervisors for other purposes. The county superintendent, likewise, may have on his staff doctors, dentists, optometrists, nurses and teachers in charge of the health and physical welfare of the children. California, Maryland, Minnesota and New York are examples of states that have all or many of the centralized features of the first type of organization.

A second type of organization is that in which a number of states have both state boards of education and state boards of health that are authorized to work in conjunction in the arrangements for medical inspection of school children. The county boards of health and the county boards of education, likewise, work together in carrying out the regulations of the state boards. This practice is followed in Georgia, Idaho, Kentucky, Louisiana and Mississippi. The relationship in other states is not so well defined.

In passing, it may be of interest to note that the state boards of health in Florida and Missouri, have control of the medical inspection of school children.

The third type of organization is that in which the administration of the provisions of the laws for physical education and medical inspection are under the control of the local boards

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of education, as, for example, in Iowa, Kansas, Maine, Massachusetts, Montana, North Dakota and Washington, and in the New England states generally. The characteristic of the administrative organization in the New England section is that the town is the unit instead of the county.

The state board of education, the state board of health, the state superintendent, the state medical examiner, the county board of education, the independent district board of control, the county or city superintendent and the county or city medical officers are thus empowered in one form of organization or another to prescribe the rules and regulations, conduct medical and physical examinations, establish schools for physically defective children, outline courses of study and establish instruction in physical education.

The state departments have recognized the increasing complexity of the field of physical and health education. Consequently, state supervisors have been appointed to represent the superintendent in supervising the teaching of physical education and in administering the legal provisions for physical education throughout the state. A report on the state director follows.

Provision for State Directors

ALABAMA, Arizona, California, Connecticut, Florida, Illinois, Kentucky, Maryland, Michigan, Minnesota, Mississippi, Missouri, New Jersey, New York, North Carolina, Ohio, South Carolina, Utah, Virginia, and Wisconsin have appointed state directors or supervisors of physical education. While but five of these twenty states list the salary of this officer, it is significant to note that the range is from \$2,000 to \$4,000. This amount may be sufficient to attract young men who are well qualified from the side of scholastic preparation to this new position.

No more striking illustration is at hand to show the increasing specialization and complexity of modern education than the appointment of state supervisors of physical education in at least twenty of the states of this country. They will play a prominent part in convincing the public of the physical culture that may be given the growing youth, organizing courses of instruction, writing and distributing manuals and hand books for the teachers of this subject, and generally taking the leadership in this field of education.

The qualification and duties of the Director of Physical Education in Florida as provided by law are these:

"Such supervisor of physical and health education shall be a well trained

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(To be continued in January)

Basketball of Nineteen Twenty-eight and Nine

(Continued from page 9)

ficiating in the East, the slow set or block plays have not come into prominent use. However, certain formations or styles of offensive are used, and, like Pop Warner's double wing-back formation in football, probably no play has been more generally adopted in the East than the pivot or foul line play. In this, the center or some other member of the team goes down ahead of the ball and gets a position on or near the foul line, and

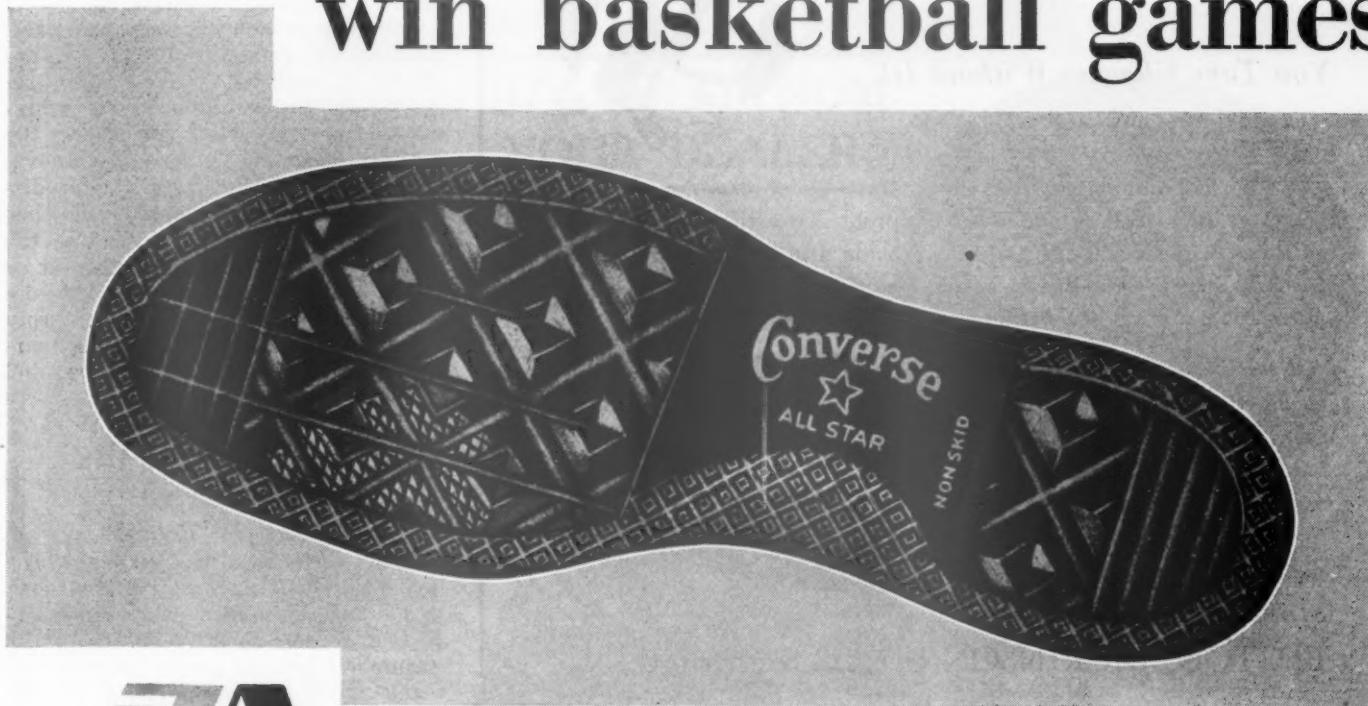
another player works down the side line toward the center, three men bringing the ball down the court. This foul line player just stands in his position or floats about with his back toward his own basket and the defensive man behind or partially behind him. This man is used as an objective for pass and repass play in which the passer cuts after his pass and gets a short return pass. Then he either dribbles and shoots or shoots from the spot where he gets the ball. Sometimes two men cut at the same time from behind this man at the foul line.

Unfortunately, there is no standard nomenclature in basketball and this type of play is called by many names. The same is true of other terms in basketball, and not infrequently a college coach will use a term to his more recent charges and find that they do not know what it is all about because they have learned it in high school under a different name. It would be a good thing for the game if the National Basketball Coaches Association would arrange a standard nomenclature.

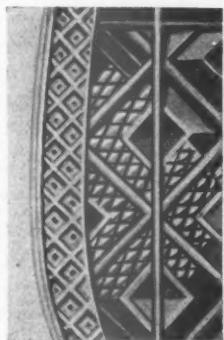
The delayed offensive, as an offensive system, has not been used in the East to any great extent and the writer sincerely hopes that it will not be necessary for any legislating in the rules to stop this type of play. As a matter of fact, in one intersectional game last year the team using this style was able to win on one night. The next night, however, against the same team, the defensive team hurried the offensive players by guarding them right out past the center of the court and the stalling players were so befuddled that they fell easy victims. Certainly the spectators do not like this type of play.

The three defensive systems that are used most in Eastern college basketball are man-for-man, retiring man-for-man and five-man defense. Several variations of five-man defense are used, the most common being that of dropping back beyond the center into defensive area and there forming two lines of three and two, three men in front and two in rear. After this some teams play a man-for-man defense and others allow two men through who are picked up by the two back men. The other three front men pick up their own, or nearest, opponent. Other formations for this five-man defense are three in the first line and one in the second and one in the third. There is still another formation of two, one and two. The strictly zone or territory defense has not become popular in the East, although a few colleges and many high school teams use it. Still another system that is used by a few teams is to

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pick up the nearest man on the floor when the opponents get possession of the ball. The assigned defense is very seldom used.

Of course, all the defensive systems are flexible and allow shifting or switching of men; that is, the interchanging of opponents when it is deemed necessary or advisable.

The past season has seen the Eastern college game improving on the offense as well as in many other respects and the writer looks for a bigger and better game than ever in the coming season. As for any innovations, it is difficult to make predictions. Some of the styles from other sections may be adopted, such as the stalling or delayed offense, the set or signal type of play, or the zone defense; but, for the most part, probably anything new will be along team systems and individual finesse and cleverness.

Basketball in the Southwest

By G. K. Tebell

Coach, North Carolina State College
BASKETBALL in the Southern Conference enjoyed its most successful season in 1928-29, from the standpoint both of public interest and team play. The popularity of the game is increasing by leaps and bounds. Everyone is taking the game seriously and a much improved play has resulted.

The Southern Conference embraces the states of Maryland, Virginia, North Carolina, South Carolina, Kentucky, Tennessee, Georgia, Florida, Alabama, Mississippi and Louisiana. Going from Maryland to Tulane, one naturally would find all types of basketball being played. Teams in the Conference are being coached by men from nearly every corner of the country.

A few years ago nothing but the pass and break style of game was played. For the most part a slow pass was used. A man passed and broke toward the basket, and upon again receiving the ball repeated the operation. In most instances, pivoting, blocking and crossing were not used, and the game seemed to lack the science employed in other sections.

Last season found nearly all the teams throughout the district using a set offense with fixed plays worked by a signal system. These plays require skill in the use of feints pivot, dribble, and bounce pass. The play is naturally improved.

The teams making the best records in the Conference were the University of North Carolina, Georgia, Georgia Tech, Washington and Lee, Kentucky and North Carolina State.

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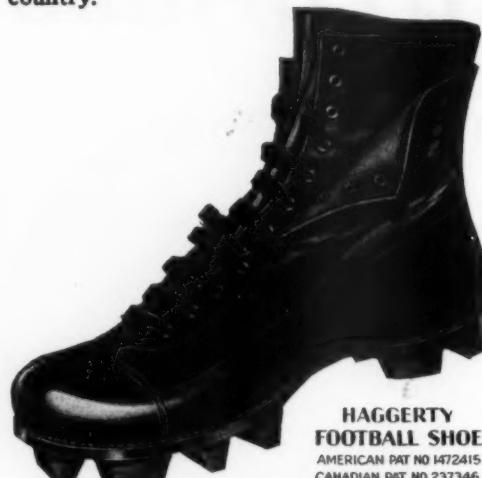
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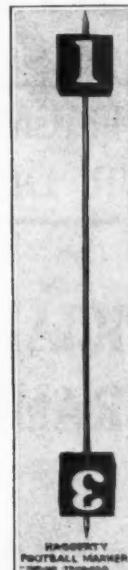
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The University of North Carolina, coached by the veteran, Jim Ashmore, used a short pass from player to player, with the idea of breaking a pass receiver into the basket for a short shot, using a deliberate and fast break. This team was clever at handling the ball, and in the use of the dribble. The defense employed was strictly man for man all over the court.

The University of Georgia, under Stegeman, the old Chicago star, used for the first time a three-lane offense, with the forwards on the side and the center on the free throw line. The forwards would pass into the center and then cross for an opening. Georgia had in Sanford at center a good dribbler, shot and passer. The guards would work the ball down the floor and pass to either forward or center. Georgia also used a man-to-man defense.

Georgia Tech, a big rugged team, used the old professional block play at the free throw line. The players would pass long and fast until the center would get the ball. Then a cross and block by the forwards usually resulted in a short shot. They used a five-man defense. As soon as they lost the ball, they would drop back into a three-two formation, with the two back men taking the first men through.

Washington and Lee, Kentucky, North Carolina State, V. M. I., and Mississippi A. and M. used a variation of what is known as the Meanwell short pass and pivot system.

Washington and Lee had an exceptional center in Williams, who was in a large measure responsible for his team's success. His uncanny ability to break up passes and intercept the ball played havoc with the opposition. The team used a zone defense entirely. All five men would drop back as far as the free throw circle and then guard a given territory.

Kentucky, coached by John Mauer, former Illini center and captain, had the most systematized team in the Conference. Each man acted like a machine. They all shot, dribbled and passed alike. Their plays were timed well and moved like clockwork when once under way. They used the three-lane offense with forwards crossing, passing to the center, or rolling with guards coming up for the pass and shot. The defense was five-man, two-line, with the players shifting responsibilities.

Clemson was the only team in the Conference to use a delayed offense of any kind. This was largely due to the fact that the team had very little scoring power. They handled the ball well and would hold it in the back

court until the defense came out to meet them, when they would break quickly for the basket.

The University of Mississippi, Southern Conference Champions a year ago, had nearly their whole championship team intact, but could not seem to get going until they arrived in Atlanta for the tournament. They used a pass and break system, with long and short passes. They would shoot from anywhere and in any position, and how they could hit when they were on! They used a man-to-man defense.

Maryland had varied success with a long and short pass game. They would pass long and fast to the center, stationed under the basket, who would upon receiving the ball, pivot for a shot or pass to a forward coming in on either side. This same offense was used by Duke. These two teams threw the ball around harder and faster than any other teams in the South. Maryland used a zone defense, while Duke employed man-to-man.

A set offense was also used by Alabama, Tulane, South Carolina and Tennessee. The defense varied from man-to-man to a zone style.

The Southern Intercollegiate Athletic Association, composed of thirty-three smaller colleges in this same district, played practically the same style of game as members of the Southern Conference. Both Conferences settled their championships by tournaments. The sixteen teams with the best records were allowed to compete, and a champion was determined after four days' play. The Southern Conference Championship was won by North Carolina State College, Raleigh, North Carolina, and the S. I. A. A. Championship was won by Mississippi College of Clinton, Mississippi.

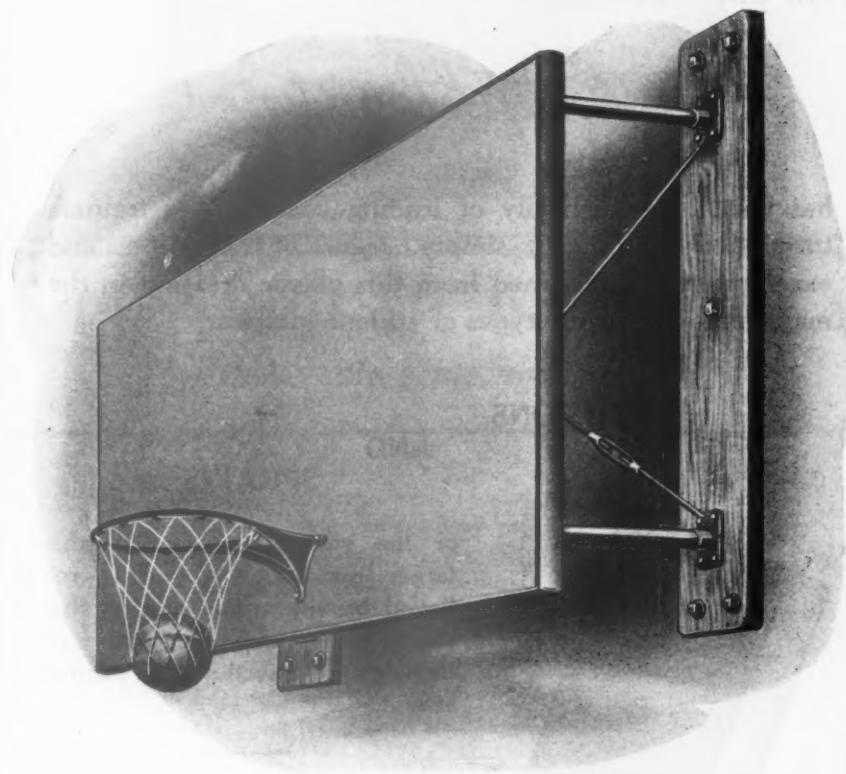
The coming season harbors every prospect for better basketball throughout the district. I believe all teams will use a set offense of some nature. Added to the regular floor play, will be out-of-bounds plays, something that has not been stressed much in the past. Teams using out-of-bounds plays last year would win games where the teams were evenly matched.

With a much improved offense will come a better instructed defense. Coaches and players have learned the value of controlling the ball. They will strive harder to work the ball in and will not turn it loose until they have secured a clean shot.

Stalling has no favor in this district, either among coaches or with the public, except in the final minutes of a game where the rules already aid the defensive team in breaking up such play.

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has been very mediocre, but a favorite game. The conditions under which the majority of teams of the South have been forced to play are no doubt responsible for the game's late development in this section. Eighty per cent of the teams play on outside courts and in old tobacco barns and warehouses. In addition to this, there has in the past been little, if any, coaching in these secondary schools that could be classed as even fair. Long strides are now being made toward bettering and coaching in these schools.

On the whole, the Southern game is characterized by cleanliness of play, in which it is perhaps outstanding. The sportsmanship of both teams and fans is an everlasting credit to the game.

Basketball in Ohio

By R. O. Detrick

Ohio Wesleyan University

A TENDENCY toward standardization of floors in Ohio college gymnasiums, which is automatically eliminating small courts, is gradually bringing about the abolition of the use of zone defense among Ohio college fives.

For this reason, as well as others, I expect to see the man-for-man style of defense used to a greater extent during the coming 1929-30 season than ever before. The zone defense, built for a small floor, is far from effective on the larger floors now being built and, in order to meet this change in size of courts, teams must now use the faster and more effective man-for-man style.

The influence of professional basketball with its general use of the man-for-man defense is another factor in the trend among college fives, especially in Ohio, toward utilizing this method. Professional basketball, which caters quite naturally to the public, must give the latter what it wants, and it has found from experience that the man-for-man defense is one of the factors which make for faster play and a more popular sport. College basketball, seeking to keep up its attendance and its following, is patterning after the pro teams.

As for offense, the trend in Ohio is toward increased passing and elimination of the dribble, in order that one of the men may break rapidly for the basket, take a quick pass and attempt a short shot. With the ball being handled by all five men, it may be seen readily that a quick break game is more likely to catch the defense off its guard than a dribbling game, for the latter not only is slower, but it enables the defense to concen-

trate its attention on one man rather than on five.

While the increased passing will make the game more spectacular, it will in no way interfere with the efficiency of offensive play. Rather than waste numerous shots from back of the foul line, teams will have a tendency to be content with passing the ball until one of their men is free for a short shot.

The elimination of the dribble is favored by the majority of coaches. The dribble is too individual and results in numerous charging and blocking fouls, the calling of both of which makes the official's job a hard one. Practically all of the charging and blocking fouls that are called are the result of a dribbler coming into contact with a defensive player, and, with the dribble done away with, the official's task will be alleviated to a great extent.

Several Ohio colleges this winter will experiment with the no center jump idea, although it will be, of course, tried out in only a few games. Ohio State and Ohio University will try out the plan at Columbus on December 7, while Ohio Wesleyan will conduct the experiment in two games, the first with the University of Michigan at Ann Arbor on December 9 and the second with the University of Chicago at Chicago on January 7.

Elimination of the center jump after goals are scored has been proposed not only because the taller man has the advantage, but also because so many fouls occur in the center of the court when men charge in to get the tip-off. These fouls not only detract from the interest of the game but also result often in severe injuries, for a man leaping to get the tip-off is not protected if he collides with an opponent or with one of his own men.

Our plan probably will be as follows: There will be a center jump at the start of each half; but after a score, the ball will be taken out of bounds by the team scored upon. The ball will first be passed to an official, who in turn passes it to a man of the team scored upon out of bounds midway between the sidelines and the basket, where the score was made, thereby forcing the team to work the ball up the entire length of the floor. This will tend to encourage a man-for-man defense and ruin the zone defense.

Types of Defense Last Year

Cincinnati and Denison of the Buckeye Conference continued to use the shifting zone defense last year, while practically all other teams played the



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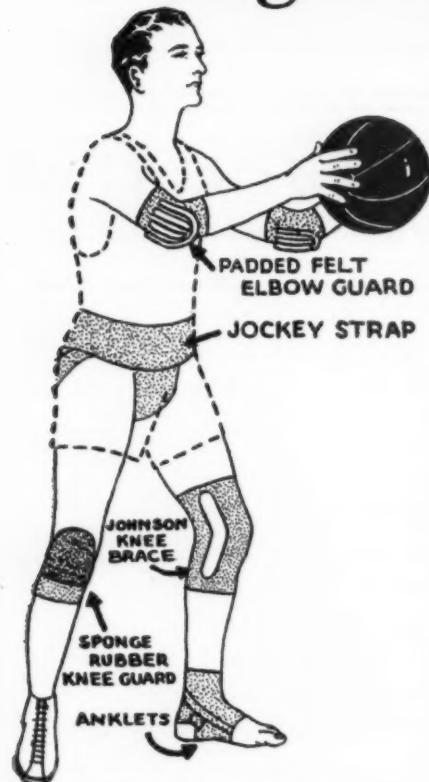
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man-for-man defense or variations of that style. The defense usually was assigned before the game where scouting was accessible, or the men would drop back to mid-court and pick men nearest them when the latter came down the floor. Some defenses lined up three-two, with the first two men through taken by the back two men and the others taken by the three in the first line of the defense; but this in reality becomes a man-for-man defense.

Two peculiar incidents occurred in Ohio basketball last year as the result of the zone defense, and both aroused considerable unfavorable comment. The Wittenberg-Denison Buckeye Conference game at Springfield early in the season was one of the queerest contests ever seen on an Ohio court. Wittenberg led after the first six minutes, 5 to 3. Denison used a zone defense and refused to force the play. As a result Wittenberg held the ball in the back court, making no effort whatever to advance, and kept up this waiting game for the remaining fourteen minutes of the first half, the score being 5 to 3 when the half ended. Wittenberg got possession of the ball again at the start of the second half and again refused to advance down the court. Finally Denison realized the game would end shortly if it did not force the play; so decided to resort to the man-for-man style of defense. Soon the score became tied at 10-all, and at the end of the regulation time the score still was tied. In the overtime Denison won out, 15 to 13. Naturally, the Wittenberg crowd blamed the coach for losing the game.

In a high school game at Alliance between Alliance and Massillon, the Alliance team believed it had no chance to win and wanted to keep Massillon's winning margin as low as possible. Massillon got the first basket and then dropped back into a zone defense when Alliance got the ball. Alliance, like Wittenberg, refused to advance. The score remained at 2 to 0 throughout the first half, and at the start of the second half Alliance again got the ball and played a waiting game. In the last three minutes of play an Alliance man found himself in possession of the ball in mid-court and deciding to try a long shot he succeeded in scoring a basket which tied the score. Both teams made wild attempts to score in the last few minutes and finally a foul was called on Massillon. Alliance made the point and won the game, 3 to 2. Athletic relations between the two schools were broken off.

Another reason for the decline of

the zone defense is that the basketball public is coming to realize that it is the defensive team that is stalling, not the offensive team. All that a defensive team needs to do to keep the game going is to play man-for-man.

On the offense last year most teams that played a man-for-man defense utilized a blocking offense. Some of the plays used frequently last year have been diagrammed.

Some teams are using the delayed offense, the leading team playing its fastest men in the back court and shooting them out for a fast break when the defense is drawn out. Other teams used a long shot and follow-up offense, with one or two big men bearing into the basket for the rebound.

Outstanding teams last year included Ohio Wesleyan, which defeated Ohio State, 36 to 20, and which won thirteen consecutive games at the start of the season; Cincinnati, which tied Wesleyan for the Buckeye Conference championship although twice beaten by the Bishops, and Akron University, mythical champion of the Ohio Conference.

Basketball in the Southwest Conference

By Francis A. Schmidt

Texas Christian University
Fort Worth, Texas

THE race for honors in basketball in the Southwest Conference in the 1930 season looks as though it will be closer than in any previous year. Teams which have had mediocre seasons in the past years have been considerably strengthened and will be out fighting for the championship. The Southwest Conference is composed of the following institutions: University of Arkansas, University of Texas, Texas A. & M., Texas Christian University, Southern Methodist University, Baylor University and Rice Institute. Six of the coaches have had their teams out working regularly since October first. By the time the football season terminates they will be going in near mid-season form. While it is too early to venture a prediction it would not be a surprise to see the same three teams, Arkansas, Texas and Southern Methodist University, who finished at the top in 1929, again leading in 1930. Another probable change that will add to the increase in popularity of basketball this season is caused by the fact that those teams which adopted a stalling or delayed attack last year found that

it did not meet with public approval and their gate receipts were considerably decreased. The indications are that the Conference will return to the normal, fast breaking game.

The schedule is made by a committee appointed for this purpose and is in the nature of a twelve game round robin, each member meeting the others on a home and home basis, with the exception of the University of Arkansas. The Razorbacks play twelve games, but on account of the distance to travel play a double bill with three of the Conference members at Fayetteville and meet the other three Conference teams on the road in two game contests. For the past four years the University of Arkansas has reigned supreme in basketball circles in the Southwest, having won four consecutive championships. Usually Texas University, Southern Methodist and Texas Christian University have been in the runner-up positions.

The Razorbacks are favored to repeat this year, barring unforeseen happenings. There are several reasons for this statement. First, a veteran team of seven letter men will be back, led by the versatile All-Conference star, Weir Schoonover. The Razorbacks will be able to start off with six letter men of last year's champions, all of whom stand well over six feet. Schoonover, Pickrin, Prewitt, Holt, Oliver, Creighton and Hale are members of the Razorback club of last year which scored 566 points in twelve Conference games and which lost only one contest out of the twenty played. The second reason favorable to a prediction of Arkansas' success this season, is that on even years they get a big break in the home schedule; i. e., the other three first division teams journey to Fayetteville for their six games, and the teams which in past years have finished in the second division will be met on the road. While Arkansas will have a strong club and be favored by schedule, the graduation of two such stars as Tom Pickel and Gene Lambert will leave holes hard to fill. Coach "Chuck" Bassett, former mentor at Texas A. & M., is the new coach at Arkansas University, succeeding F. A. Schmidt of Texas Christian University, who introduced the collegiate game at Fayetteville six years ago.

The University of Texas had a great team last year, easily taking second place with ten wins and two losses. The Longhorns are predicting the best team in years. A veteran nucleus of Captain Rees, Rose, Cheatham and Camp, regular letter men, with Fomby and Taylor, squad men.

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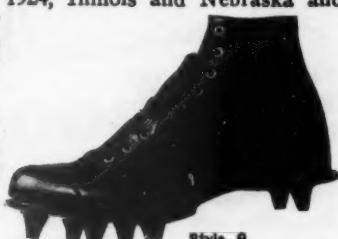
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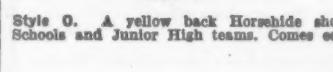


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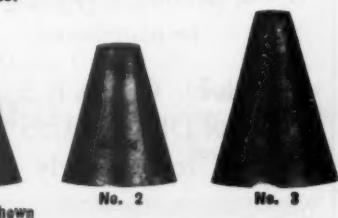
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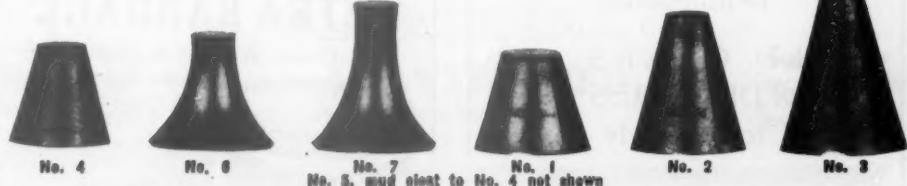


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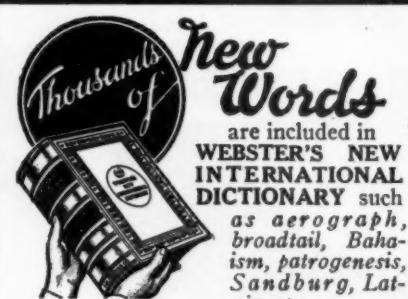
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and a great freshman team coming on will give Coach Fred Walker a good chance to win the coveted title. The Longhorns used several defenses last season, varying from a straight zone to a part man-for-man and part zone style. Last year this offense was built around their clever captain, Holly Brock, leading scorer of the Conference, whose dribbling, passing and shooting was the center of the team attack. Texas, which already has one of the finest stadiums in the South, with a seating capacity of about 45,000, will open this year's basketball season in the new spacious gymnasium. The completion of the new gym gives the Longhorns the equal of any athletic plant in the country.

Southern Methodist University, under Coach Jimmie St. Clair, has always been a title contender. With scant material last year the Mustangs finished third, winning six and losing six games. This year will see last year's varsity fighting to hold their places against the onslaught of the 1929 freshman team, which stepped out and won the Southern A. A. U. Championship held at Dallas. The Methodists last year used the delayed style of attack, drawing into the back court as soon as a one point lead was secured. While this was not so spectacular and popular as the dashing attack of former Mustang teams, it was effective in winning games. A re-treated, assigned man-for-man defensive was usually employed.

Texas Christian University of Ft. Worth, after a slow start, pulled up with a spurt finish at the end of the 1929 season and was one of the strongest clubs in the Conference. Six letter men will be back: Captain Eury, Wallin, Flynn, Atkins, Brumelow, and Chappel, and should win their share of games this year. The Horned Frogs used a slow breaking attack preferring to work their way through their opponents' defense. T. C. U. will be coached by F. A. Schmidt, succeeding Madison Bell, who this year became head football coach at A. & M.

The Texas Aggies had an aggressive, hard fighting team but could not seem to get together the right scoring combination. Their offensive was featured by a short pass attack. When the advance was stopped the ball was passed back to Keeton, a sharp-shooting guard who grew very careless about looping goals from mid-court as the season progressed. On defense the Aggies played an assigned man-for-man game. A new coach, John Reid, the former successful coach of Denton Teacher's College, will direct



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the destiny of the Aggies this season.

The Baylor Bears featured a clever, fast breaking, dribbling team with Wilson, Smith, Kirksey and Barksdale as the best offensive men. Coach Ralph Wolf developed a quick breaking attack using his fast dribblers to advantage. He employed a zone defense. Only one letter man will be missing from the Bears' line-up this year and they should have a dangerous scoring club.

Rice Institute, which last year finished in the cellar, had a better club than their standing would indicate. Coach "Pug" Daugherty did very well with the material available. Victories over Texas A. & M. and Baylor were the high lights of the season. Rice had an excellent freshman squad and should give the other Conference members stiff opposition during the present season.

Officials are agreed upon by the coaches and they are then assigned to the different games by the President of the Directors' Association. The double referee system has been in force in the Southwestern Conference for several years and has proved very satisfactory. The officiating in most cases has been very close, perhaps too technical for the good of the game. But the games have been kept clean and fairly free from blocking and holding.

Basketball on the whole is increasing greatly in popularity in the Southwest. Each year sees better playing facilities, better accommodations for spectators, a finer spirit of sportsmanship and a more skillful, better coached group of high school and college players.

While Oklahoma geographically belongs to the Southwest the State University belongs to the Big Six. Coach Hugh McDermott's Sooners again won their Conference championship and for the second straight year repeated with an ever victorious season.

Athens High of Texas, and Classen High of Oklahoma City furnished the two teams in the finals of the championship game at the National Interscholastic Tournament at Chicago, Coach Jimmy Kitts, Athens Hornets winning the National High School Championship by a score of 25 to 21 over Coach Iba's Classen sharpshooters.

A careful study of the results of recent years of both the National A. A. U. Tournament at Kansas City and the National Interscholastic at Chicago would indicate that basketball in the Southwest is not only coming forward by leaps and bounds but that the basketball center of the United States is gradually moving toward the Southwest.

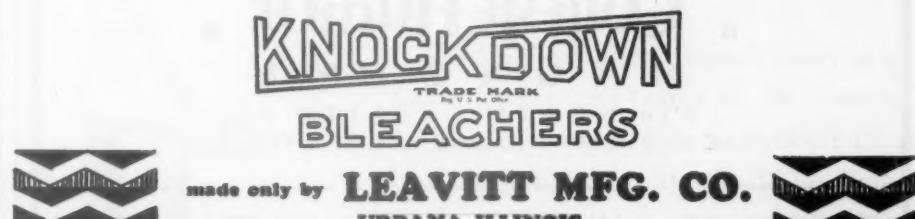


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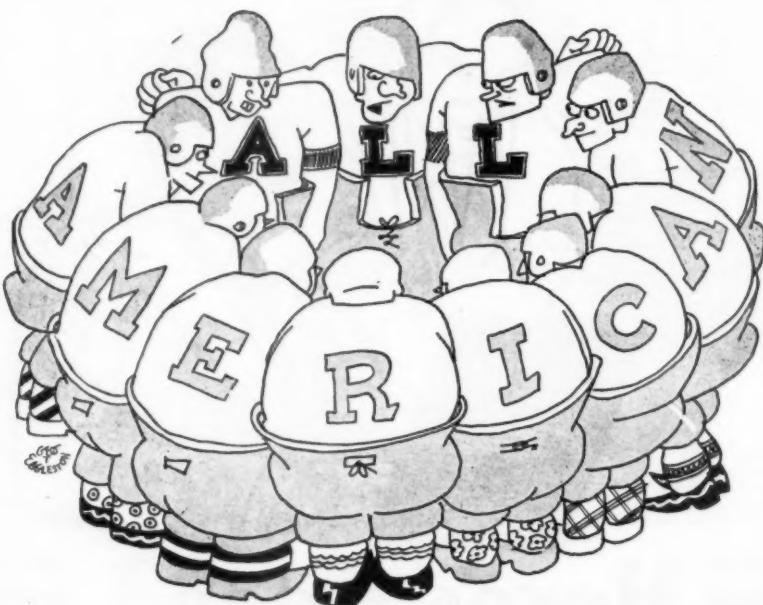
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